

C
M66noH
1920/21

STATE TEACHERS COLLEGE

MANKATO, MINNESOTA

1921

UNIVERSITY OF MINNESOTA
AUG 10 1921

SCHOOL PROGRESS

ISSUED IN NOVEMBER, JANUARY, FEBRUARY, MARCH, APRIL, MAY
BY THE STATE TEACHERS COLLEGE, MANKATO, MINNESOTA

*Entered as second-class matter December 16, 1919, at the Post Office
at Mankato, Minnesota, under the Act of August 24, 1912.*

*Accepted for mailing at special rate of postage provided for in Sec-
tion 1103, Act of October 3, 1917, authorized February 27, 1920.*

VOL. 2, No. 6

MAY, 1921

MANKATO STATE TEACHERS COLLEGE

Application for Admission, and Credentials

(To be mailed to the College as soon as possible)

I hereby apply for admission on.....(date) to the
Mankato State Teachers College and check (✓) the name of the preferred
curriculum.

Signed.....

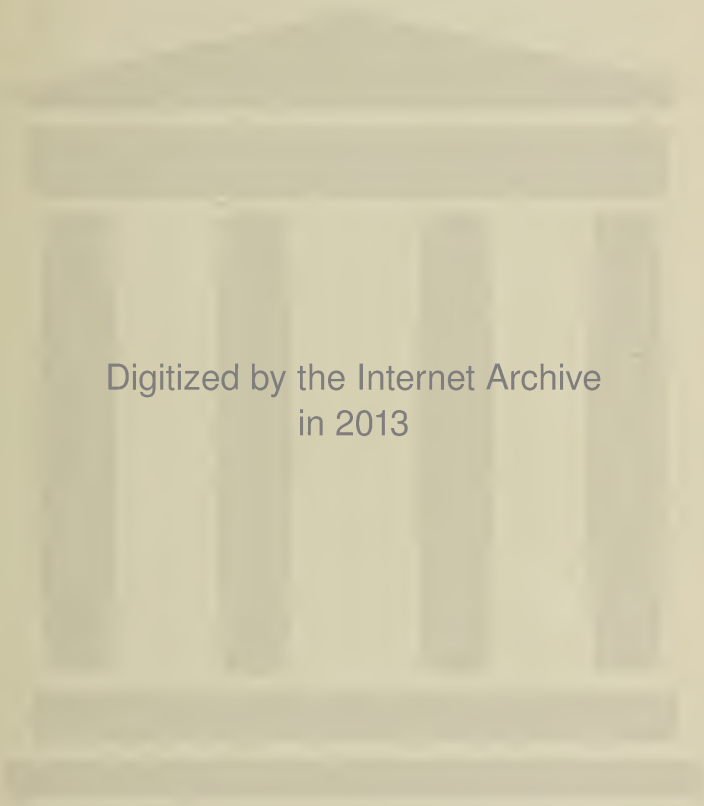
General curriculum for Primary Grades..... Intermediate.....
Junior High School..... Special Curriculums for Kindergarten-
Primary..... Rural Education.....

I HEREBY CERTIFY that the applicant named above was graduated
.....192..... from the high school at
.....Minn., with the following records:

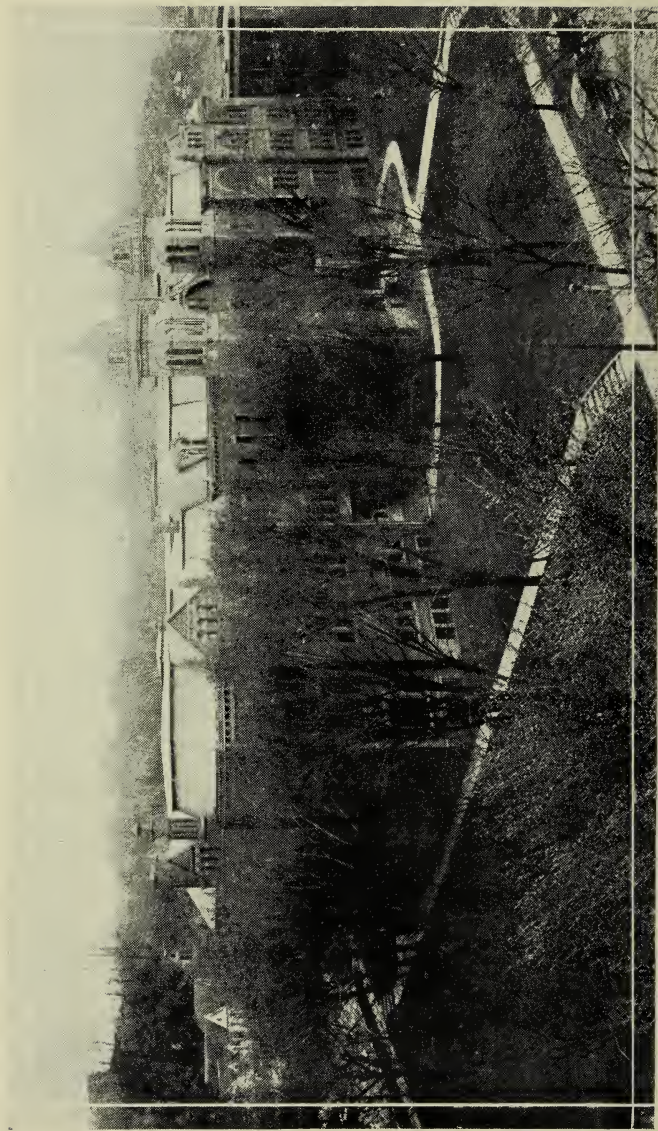
SUBJECT	Week Taken	School Record	No. of Credits	SUBJECT	Weeks Taken	School Record	No. of Credits
ENGLISH				LANGUAGE, FOREIGN			
First Year				First Year	.....	.....	.....
Second Year				Second Year	.....	.....	.....
Third Year				Third Year	.....	.....	.....
Fourth Year				Fourth Year	.....	.....	.....
HISTORY AND				MATHEMATICS			
SOCIAL SCIENCE				Algebra, Elem.	.....	.....	.....
Civics				Algebra, Higher	.....	.....	.....
Economics				Geometry, Plane	.....	.....	.....
.....History				Geometry, Solid	.....	.....	.....
.....History				SCIENCE			
.....History				Botany	.....	.....	.....
Sociology				Chemistry	.....	.....	.....
INDUSTRIAL SUBJECTS				Physics	.....	.....	.....
Cookery				Physiology	.....	.....	.....
Manual Training				Zoology	.....	.....	.....
Mechan. Drawing							
Sewing							
.....							
.....							
.....							
.....							

and I hereby commend h..... to the Mankato State Teachers College as
a person of upright character, good health, and general fitness for teaching.

Passmark.....% { Supt.
Prin.



Digitized by the Internet Archive
in 2013



THE MANKATO STATE TEACHERS COLLEGE

A NEW STEP FORWARD AND A NEW NAME

The institution was established by legislative enactment as the Mankato State Normal School in 1867 and was opened in 1868. During its earlier years the larger part of its students came from the rural and village schools of Southwestern Minnesota, where high schools did not then exist; from the necessities of the situation the curriculum was elementary, containing a portion of a high school course and a minimum of direct preparation for teaching.

As the school systems and especially the high schools of the field have developed in scope and excellence, the curriculum of the institution has been steadily strengthened and advanced. In 1909 the short course of combined high school and professional work was discontinued. A few years later the elementary one-year course for high school graduates was dropped, and about the same time the five-year advanced course of combined work was also dropped. For the last six years only high school graduates have been admitted, and all of the students have been of college grade pursuing either a two-year or a three-year course.

In view of this development the legislature of 1921 enacted a law changing the names of the Minnesota normal schools so that our institution is now THE MANKATO STATE TEACHERS COLLEGE.

THE COLLEGE CALENDAR

SUMMER TERM, 1921

Registration 8:00 A. M. to 6:00 P. M., Monday, June 13
Class work begins 7:30 A. M., Tuesday, June 14
Term ends at 11:30 A. M., Friday, July 22

FALL TERM, 1921

Registration 8:00 A. M. to 6:00 P. M., Tuesday, September 6
Class work begins, 8:00 A. M., Wednesday, September 7
Fall term ends at 11:30 A. M., Wednesday, November 23

WINTER TERM, 1921-1922

Class work begins 8:00 A. M., Tuesday, November 29
Holiday recess begins at 11:30 A. M., Wednesday, December 21
Class work resumed 8:00 A. M., Tuesday, January 3
Winter term ends at 11:30 A. M., Friday, March 3

SPRING TERM, 1922

Class work begins 8:00 A. M., Tuesday, March 14
Spring term ends Thursday, June 8

SUMMER TERM, 1922

Registration 8:00 A. M. to 6:00 P. M., Monday, June 12
Class work begins 7:30 A. M., Tuesday, June 13
Term ends 11:30 A. M., Friday, July 21

STATE TEACHERS COLLEGE

MINNESOTA STATE TEACHERS COLLEGE BOARD

APPOINTED BY THE GOVERNOR

EDWIN J. JONES.....	Morris
STEPHEN H. SOMSEN.....	Winona
JOHN C. WISE.....	Mankato
Term Expired, 1921	
I. N. TOMPKINS.....	Mankato
Appointed April 19, 1921	
CLARENCE L. ATWOOD.....	St. Cloud
LESLIE WELTER.....	Moorhead
HARRY C. STRONG.....	Duluth
ARTHUR P. WHITE.....	Bemidji
JOHN H. RAY, JR.....	Minneapolis
EDWIN J. JONES.....	President
JAMES M. McCONNELL, MEMBER EX OFFICIO, STATE COMMISSIONER OF EDUCATION.....	Secretary

FACULTY

COLLEGE DEPARTMENT

CHARLES H. COOPER, PRESIDENT

A. B., 1877, A. M., 1880, Dartmouth College. Public school and academy teacher and principal, seven years; instructor in Dartmouth College, 1882-1883; professor of history and political science, Carleton College, 1883-1898; Mankato State Teachers College, 1899-

ALICE VIRGINIA ROBBINS, MATHEMATICS

B. L., University of Texas, 1894; M. A., University of Chicago, 1906. Mankato State Teachers College, 1894—(On leave of absence for study during the year 1920-1921)

JOHN A. HANCOCK, PSYCHOLOGY AND HISTORY OF EDUCATION

B. L., University of Wisconsin, 1890; M. A., Stanford University, 1893; graduate student, University of Chicago, one year; fellow in psychology and education, Clark University, 1899-1901. Supervising principal and superintendent, ten years; Mankato State Teachers College, 1901—

KATE H. SPARROW, PUBLIC SCHOOL ART

Diploma, Mankato, 1902; Diploma, Pratt Institute, 1904. Grade teacher three years; Mankato State Teachers College, 1904—

MARVIN A. NICHOLS, HYGIENE-SANITATION

Diploma, De Kalb Normal School, 1904; A. B., University of Illinois, 1906; graduate student, University of Chicago 1910-1911. Teacher and principal in high schools, two years; Mankato State Teachers College, assistant, 1908-1911; present position, 1911—

GILBERT H. TRAFTON, NATURE STUDY

Ph. B., 1898, M. S., 1901, Wesleyan University, Conn.; A. M., Columbia, 1911. College, normal school, and high school teacher, thirteen years; Mankato State Teachers College, 1911—

NANCY CORA WILLIAMS, PUBLIC SCHOOL MUSIC

Diploma, Millersville Normal School, 1891; Diploma, Crane Normal Institute of Music, 1910. Grade and high school teacher, fifteen years; teacher, Crane Normal Institute, 1909-1911; Mankato State Teachers College, 1911—

JOSEPHINE H. BOWDEN, ENGLISH LANGUAGE

B. L., University of Wisconsin, 1900; A. M., University of Chicago, 1911. Grade and high school teacher, thirteen years; Mankato State Teachers College, 1912—

MANKATO, MINNESOTA

GEORGE J. MILLER, GEOGRAPHY

Diploma, Ypsilanti Normal College, 1900; University of Chicago, B. S., 1907; graduate student, 1908-1913; M. S., 1909. Teacher in public schools, eight years; teacher, School of Education, University of Chicago, 1908-1913; Mankato State Teachers College, 1913—

GUSTAV S. PETTERSON, SOCIOLOGY

B. A., 1911, M. A., 1912, University of Minnesota. Teacher in public schools, four years; agent, Minneapolis Associated Charities, 1907-1910; instructor, University of Minnesota, 1911-1912; instructor, Dakota Wesleyan University, 1912-1913; Mankato State Teachers College, 1913—

ETTA COULTER GREEN, FOODS AND COOKERY, AND MANAGER OF HALLS

Diploma, St. Cloud Normal School, 1896; B. S. in H. E., University of Minnesota, 1914. Grade teacher, three years; Mankato State Teachers College, 1914—

HARRIET BEALE, LITERATURE

Diploma Bridgewater Normal School 1894; student, Radcliffe College, 1896-1898; A. M., Columbia University, 1915. Normal school teacher, 1898-1914; Mankato State Teachers College, 1915—

MARY SOLTOW, WRITING

Diploma, Lewiston Normal School, 1911; diploma, Palmer Method School, 1913. Public school teacher, six years; Mankato State Teachers College, 1915—

HENRY H. FULLER, RURAL EDUCATION

Diploma, Kalamazoo State Normal School, 1914; B. S., Michigan Agricultural College, 1916. Teacher and superintendent, ten years; Mankato State Teachers College, 1917—

MARTHA E. BAIN, DOMESTIC ART

Diploma from Home Economics Department of Milwaukee-Downer College, 1911; B. S., Teachers College, Columbia, 1918. Mankato State Teachers College, assistant, 1912-1916; present position, 1918—

ALICE D. GOSS, DEAN OF WOMEN

A. B., Indiana University, 1908; A. M., 1913. In Europe seven years as student of modern languages. Instructor and assistant professor in Indiana University, 1908-1918. Mankato State Teachers College, 1918-1921.

MAURICE J. NELSON, MANUAL ARTS

Student, Mankato Normal School, Manual Training Course, 1912-1913; advanced diploma, Stout Institute, 1915. Manual training teacher in public schools, four years. Mankato State Teachers College, 1918—

ALBERT B. MORRIS, HISTORY

A. B., Kansas Wesleyan University, 1911; M. A., University of Chicago, 1916; graduate student, Northwestern University, 1918-1919. High school teacher, one year; superintendent, six years. Mankato State Teachers College, 1919—

MARGARET CONSTANCE, READING

Ph. B., Hamline University, 1909; student, Columbia College of Expression, 1912-1914, B. E., 1914. High school teacher, two years; teacher of expression, Upper Iowa University, 1914-1916; Illinois Woman's College, 1916-1919. Mankato State Teachers College, 1919—

MABEL A. DAYTON, ARITHMETIC

A. B., University of Nebraska, 1914. Graduate student, University of California, 1910-1911. Elementary school teacher, twelve years; normal training teacher, ten years; superintendent, one year. Mankato State Teachers College, 1920-21

ALICE W. FRYMIR, PHYSICAL EDUCATION

Diploma from Normal School of Physical Education, Battle Creek, 1917; B. S., Teachers College, Columbia, 1919; Assistant, Department of Physical Education, Teachers College, 1920; Mankato State Teachers College, 1920-21.

STATE TEACHERS COLLEGE

TRAINING SCHOOL

OTTO WELTON SNARR, DIRECTOR OF THE TRAINING SCHOOL AND TEACHER OF THE THEORY OF EDUCATION

Diploma, Shepard College, State Normal School, 1912; A. B., West Virginia University, 1917; A. M., University of Chicago, 1919. Teacher in elementary and high schools, seven years; acting professor of Psychology and Education, Miami University, 1919-1920. Mankato State Teachers College, 1920

EULA JOSEPHINE MILLER, HEAD TRAINING TEACHER, JUNIOR HIGH SCHOOL

Diploma, Moorhead Normal School, 1901; B. S., 1919, A. M., 1920, Teachers College, Columbia University. Elementary teacher and principal, nine years; critic teacher, Valley City Normal School, three years; principal of model school and critic teacher, Minot Normal School, four years. Mankato State Teachers College, 1919—

JULIA M. POLK, TRAINING TEACHER, JUNIOR HIGH SCHOOL

A. B. 1912, B. S. in Ed. 1917, Ohio University; graduate student, University of Chicago. Teacher in elementary schools and county normal school, twelve years. Mankato State Teachers College, 1920—

MINNIE SWEETLAND PARRY, HEAD TRAINING TEACHER, INTER- MEDIATE GRADES

Diploma, Oswego Normal School, 1888. Public school teacher, eight years. Mankato State Teachers College, teacher of English, 1890-1893, training teacher, 1897—

LINA MILLER, TRAINING TEACHER, INTERMEDIATE GRADES

Diploma, Mankato, 1914; B. S., Teachers College, Columbia 1920. Teacher in the grades, ten years; Mankato State Teachers College, 1915—

ELEANOR OSBORN, TRAINING TEACHER, INTERMEDIATE GRADES

Diploma, Mankato Normal School, 1910; student, University of Minnesota, one year; B. S., Columbia University, 1914. Teacher, five years; training teacher, Moorhead Normal School, 1914-1916; Mankato State Teachers College, 1910-12; 1917—

MARY L. DOUGHERTY, HEAD TRAINING TEACHER, PRIMARY GRADES

Ph. B., University of Chicago, 1916; M. A. in Education, 1917. Elementary teacher, twenty-one years; teacher of primary methods, Iowa State Teachers College, 1917-1919. Mankato State Teachers College, 1919-21.

LILLY A. ENGELSEN, TRAINING TEACHER, PRIMARY GRADES

Student, Winona Normal School, 1907-1908; University of Chicago, 1919-1920. Primary teacher, eleven years; Mankato State Teachers College, 1920-21.

JOSEPHINE I. MANDERFELD, TRAINING TEACHER, PRIMARY GRADES

Diploma, Mankato Normal School, 1907. Primary teacher, twelve years; Mankato State Teachers College, 1920-1921.

MARTHA V. COLLINS, HEAD KINDERGARTEN TRAINING TEACHER

Diploma, Hailman Kindergarten Training School, 1894; student, University of Chicago, one year. Principal and supervisor of kindergartens, 1894-1898; Mankato State Teachers College, 1898—

ALICE WILLIAMS, KINDERGARTEN TRAINING TEACHER

Mankato State Teachers College, 1896—

MANKATO, MINNESOTA

ANNA M. WIECKING, KINDERGARTEN TRAINING TEACHER, TEACHER OF ELEMENTARY HANDWORK

Diploma, Mankato, 1907; A. B. in Education, University of Minnesota, 1914; A. M., Columbia University, 1915. Grade teacher, five years; training teacher, Michigan State Normal College, 1915-1917; Mankato State Teachers College, 1917— (On leave of absence for study during the year 1920-21)

MARGARET GERTRUDE WOOD, KINDERGARTEN TRAINING TEACH- ER, TEACHER OF ELEMENTARY HANDWORK

A. B., Smith College, 1912; Ph. B. in Education, University of Chicago, 1916. Primary and Kindergarten teacher, two years. Mankato State Teachers College, 1920-21.

ADELAIDE LINNELL, MUSIC IN THE ELEMENTARY SCHOOL

Diploma, Crane Normal Institute of Music, 1915. Supervisor of Music in public schools and high schools, four years; Mankato State Teachers College, 1919— (On leave of absence for study during the year 1920-21.)

ADDITIONAL TEACHERS FOR THE SUMMER SESSION OF 1921

MARGARET COOPER, PRIMARY METHODS

Director of Elementary Department of The Summit School, St. Paul

MARY B. RICHARDS, COMPOSITION AND READING

Teacher of English in Franklin Junior High School, Minneapolis

CAROLINE F. STEVENS, READING

Columbia College of Expression

CHARLES F. WATSON, GEOGRAPHY

Teacher of Geography, Stevens Point State Normal School

OFFICERS OF ADMINISTRATION

CHARLES H. COOPER, PRESIDENT OF THE COLLEGE

ALICE D. GOSS, DEAN OF WOMEN

BELLE CARRINGTON, SECRETARY AND ACCOUNTANT

ALICE N. FARR, LIBRARIAN

WINNIFRED DIMENT, ASSISTANT LIBRARIAN

ETTA COULTER GREEN, MANAGER OF HALLS

MOLLIE MAE ROSE, R. N., SCHOOL NURSE

HENRY S. HOLMAN, SUPERINTENDENT OF BUILDINGS

STATE TEACHERS COLLEGE

CURRICULUM OFFERED

Each course of study—kindergarten-primary, primary, intermediate, junior high school, and rural—is two years in length, and leads to the two year diploma. When the student enters school he is expected to choose the course of study in which he feels he is best fitted to specialize. An opportunity will be given to transfer from one course of study to another at the close of the first term. After the beginning of the second term, if the student makes a transfer, he does so at the risk of losing credit for work previously done, should that work not apply to the second course of study elected. A detailed outline of each course of study follows.

KINDERGARTEN-PRIMARY

Junior Year	Senior Year
Introduction to Teaching	Primary Children's Literature
Nature Study	Elements of Sociology
Music	Hygiene and Sanitation
Public School Art	Educational Psychology
English Composition	Kindergarten Curriculum ($\frac{1}{2}$)
Writing ($\frac{1}{2}$)	Kindergarten Teaching (2)
Primary Arithmetic	Primary Teaching (2)
Geography 2	Elementary Folk Dancing ($\frac{1}{4}$)
American History, Introductory Course	Primary Methods and Observation
Story Telling	Electives ($2\frac{1}{2}$)
Elementary Handwork ($\frac{1}{2}$)	
Songs and Games	
Child Psychology and Kindergarten Observation	
Physical Education for the Grades ($\frac{1}{4}$)	

PRIMARY

Junior Year	Senior Year
Introduction to Teaching	Primary Children's Literature
Elementary Psychology ($\frac{1}{2}$)	Elements of Sociology
Nature Study	Hygiene and Sanitation
Music	Educational Psychology
Public School Art	Geography 2
English Composition	Contemporary History
Writing ($\frac{1}{2}$)	Primary Methods and Observation
Primary Arithmetic	Practice Teaching (3)
Reading	Elementary Folk Dancing ($\frac{1}{4}$)
American History, Introductory Course	Electives (2)
Story Telling	
Elementary Handwork ($\frac{1}{2}$)	
Songs and Games ($\frac{1}{2}$)	
Kindergarten Observation ($\frac{1}{2}$)	
Physical Education for the Grades ($\frac{1}{4}$)	

MANKATO, MINNESOTA

INTERMEDIATE

Junior Year

Introduction to Teaching
Elementary Psychology ($\frac{1}{2}$)
Music
Public School Art
Grammar and Composition
Writing ($\frac{1}{2}$)
Intermediate Arithmetic
Geography 1
American History, Introductory Course
Reading
Physical Education For the Grades ($\frac{1}{4}$)
Elementary Folk Dancing ($\frac{1}{4}$)
Intermediate Children's Literature
Hygiene and Sanitation

Senior Year

Elements of Sociology
Contemporary History
Geography 3
Educational Psychology
Intermediate Methods and Observation
Practice Teaching (3)
Advanced and Natural Dancing ($\frac{1}{2}$)
Electives (4)

JUNIOR HIGH SCHOOL

The Two-Year Course of Study. Students who complete this course of study receive the regular advanced diploma, qualifying them to teach either in the first two years of the junior high school, or departmental work in grades seven and eight.

Junior Year

Introduction to Teaching
Elementary Psychology ($\frac{1}{2}$)
General Science
Music or Public School Art
Grammar and Composition
Writing ($\frac{1}{2}$)
Junior High School Arithmetic
American History, Introductory Course
Geography 1
Reading
Physical Education For the Grades ($\frac{1}{4}$)
Elementary Folk Dancing ($\frac{1}{4}$)
Electives (2)

Senior Year

Junior High School Literature
Elements of Sociology
Hygiene and Sanitation
Geography 3
Contemporary History
Educational Psychology
Junior High School Methods and Observation
Practice Teaching (3)
Advanced and Natural Dancing ($\frac{1}{2}$)
Electives (2)

The Three-Year Course of Study. School superintendents recognize that the teachers' colleges, because of their point of view and their superior facilities for the actual teaching of the junior high school classes by student teachers, are better equipped than other institutions to train teachers for departmental work in junior high school. The demand for good teachers for these positions far exceeds the supply. To meet this need the teachers' colleges of Minnesota have organized a three-year course to prepare students to become junior high school teachers. Graduates from this course receive the advanced three-year diploma, qualifying them to teach in all three years of any junior high school in the state.

STATE TEACHERS COLLEGE

In this course electives must be chosen so as to insure specialization in two different subjects. The three-year course also prepares mature students and teachers of successful experience to become principals of graded schools.

Subjects required for the third year of work are: History of Modern Europe or History of Modern Education; Teaching Problems; Educational Sociology; and Nineteenth Century Literature. Eight electives are offered. The two electives of the first year of this course of study, the two of the second year, and the eight of the third year should be selected on the advice of the junior high school class officer and heads of the departments in which the students are doing their special work. In distributing the electives the student should prepare to teach two or more subjects in one of the following (or other) combinations:

History and Geography
English and History
English and Music
Geography and Mathematics
Mathematics and History
Science and Mathematics

Mature or experienced students preparing for graded school principalships are required to take School Administration and Supervision in the third year in place of one of the electives.

RURAL

The work in this department is designed to give special preparation to rural teachers, supervisors, and directors of high school training departments. It parallels the regular course both in entrance requirements and value of diploma granted at its completion.

Junior Year

Introduction to Teaching
*Intermediate Arithmetic
*Geography 1
*Grammar and Composition
*American History, Introductory Course
*Reading
*Rural Methods
*Practice Teaching
Contemporary History
Rural School Cooking and Sewing
Elementary Handwork ($\frac{1}{2}$)
Writing ($\frac{1}{2}$)

Senior Year

Hygiene and Sanitation
Nature Study
Agriculture (2)
Rural Sociology
Music
Rural Methods, Advanced Course
Children's Literature
Public School Art
Practice Teaching (1)
Elective

*Required for first grade certificate. A first grade certificate is granted on the satisfactory completion of the junior year of this course of study.

MANKATO, MINNESOTA

DESCRIPTION OF COURSES

Each course receives one credit unless otherwise stated.

EDUCATION

INTRODUCTION TO TEACHING. The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester. The course also aims to lead students to grasp and clearly define significant educational problems in their larger aspects and to imbue them with a strong professional spirit. The course includes a study of the characteristics of children in their various stages of development. It also deals with the nature of the purpose and organization of the public school, with the problems of selection and organization of subject matter, and with suitable methods of instruction. These topics will be treated only in general outline. Students taking this course will observe lessons taught by teachers of the training school. Each student will have the opportunity to observe twelve lessons, three from each department of the training school.

ELEMENTARY PSYCHOLOGY. This course deals with the background out of which method and technique develop. It includes the study of problems and the laws of instinct, habit, attention, feelings and emotions, sensation, perception, imagination, association, memory, and economy in learning. Half credit.

PRIMARY METHODS AND OBSERVATION. It is the aim of this course to help the student to recognize the relationship between the principles of child development and the principles of sound educational practice in the primary school. The project method of school work is studied and illustrated. The language development of the child is discussed beginning with the child's equipment when he enters the primary school and showing the function of the school in developing and organizing his language ability through activities involving reading and talking and, later, writing. An effort is made in all observation lessons and discussions to lead the students to discover the fundamental principles involved. Methods of teaching arithmetic, music, literature, handwriting, art, industrial work, and physical education are given in the special courses in those subjects.

INTERMEDIATE METHODS AND OBSERVATION. It is the purpose of this course to study in detail the problems of the intermediate grades and to show how the principles studied in the theory courses apply in actual school-room practice. The scope of the term's work includes the study of the nature and aim of education, the meaning and use of subject matter, and the process of teaching. Special emphasis is given to the teaching of reading. In addition to text book work considerable attention is given to current educational thought as reflected in the magazines and school publications. The student is encouraged to do much individual work and to make reports to the class.

JUNIOR HIGH SCHOOL METHODS. It is the aim of this course to help the students recognize the application of educational principles for chil-

STATE TEACHERS COLLEGE

dren of this period of development. The principles for the selection and organization of certain subject matter and activities and the methods of instruction are developed. The value of the departmental organization together with some of the special needs for cooperation between departments are studied.

The observation which forms a part of the method courses continues throughout the term and is primarily for the purpose of illustrating principles of method. After the middle of the term, students may be assigned special observation work to be reported in class. The last three weeks of the term the students are assigned observation in the room in which they will do their practice teaching the following term. This room observation gives the students an opportunity to get acquainted with the pupils and the type of work they are doing and thus avoids a break in the work at the beginning of each term.

TEACHING. During the senior year in the College each student must teach satisfactorily in the Training School for at least one term if he desires to graduate. In some cases two terms of teaching are required, depending on the ability and progress of the student. The plan is such that each pupil teacher is in the department in which he is working during the greater part of the day, teaching three or four classes and having much experience in room and class management. The work necessitates careful selection and organization of subject matter, the use of approved methods and devices, and the development of tact and skill in the control of children. In immediate charge of each department is an experienced principal, who guides the work of the pupil teacher each day. But while retaining supervision she gives him full control of the work and room as soon as the pupil teacher is competent and encourages self-reliance and originality at all times. At the close of the day the pupil teachers in the department meet with the principal to discuss their work and to receive such suggestions and criticism as may be needed. While teaching, students carry but one subject in the college department, a class meeting at eight o'clock. Students are not permitted to take a subject requiring laboratory work. Three credits for primary, intermediate, and junior high school groups. Four credits for the kindergarten-primary group.

EDUCATIONAL PSYCHOLOGY. The problems in this course include the higher thought processes involved in learning, in judgment, in marking and grading, and in the measurement of intelligence and of ability in various school subjects.

HISTORY OF MODERN EDUCATION. The purpose in this work is to aid the student to see educational conditions and problems of today as always arising in some form, and as unfolding along certain definite lines. History needs to be seen as a store-house of helpful ideas on which the student may draw for frequent help.

HISTORY OF AMERICAN EDUCATION. Among the topics considered are the ways in which American interest in education found expression; the effects on education of immigration, and church interests; social, econ-

MANKATO, MINNESOTA

omic, and democratic development; the growth of graded schools and of state systems. Present day problems are discussed including school and college extension, reorganization and consolidation, the training of teachers and leaders, and the relations of education to national and world interests. Cubberley's Education in the United States is the basis of the work.

SCHOOL ORGANIZATION AND SUPERVISION. Designed for those who look forward to the work of supervision of special subjects, of principalships, and of supervisory principalships.

EDUCATIONAL MEASUREMENTS. A course dealing with the standard educational tests and scales and their use in elementary schools. Students have practice in giving tests to school children, in scoring papers, and in interpreting results. Offered as credit or half-credit course.

TEACHING PROBLEMS. A course in the technique of teaching and supervision. Much of the work will be done in the Training School. Students in the three-year course preparing to teach in junior high school will teach their major subject in this department of the Training School. The following problems of the junior high school will also be considered: applications of adolescent psychology to organization, management, courses of study, supervised study. Students preparing for principalships will have practice in supervising elementary grades, and will make a study of other problems of the elementary school, as time assignment, course of study, methods of teaching.

ELEMENTARY HANDWORK

INDUSTRIAL EDUCATION FOR PRIMARY GRADES. Simple industrial problems with educational possibilities and within the interests of young children are worked out in this course. Discussions, selected readings, and exhibits are used to emphasize the relationships between industrial work and the other school subjects, the possibilities offered for unsupervised periods, and the general background necessary to make industrial education a vital part of the school program. The materials used include paper, cardboard, wood, textiles, and clay. Half credit.

ENGLISH

GRAMMAR AND COMPOSITION. The course is devoted to the study of standard English with a view of giving the student that command of the English language which the teaching profession requires. The major part of the time is, therefore, given to grammar, oral and written composition, and spelling, and a minor part to methods of teaching these subjects in the grades. The instructors of other departments are asked to co-operate with the English department to make the English of the school what it should be.

ADVANCED COMPOSITION. The course aims to give those who enjoy composition for its own sake an opportunity to develop their composition ability, and to give those who plan to do departmental work in English

STATE TEACHERS COLLEGE

or to teach English in the junior high school an opportunity to prepare themselves for the composition side of that work. It includes work in long themes, dramatizations, and short stories.

PRIMARY CHILDREN'S LITERATURE. This course is planned to give a foundation for teaching literature in the kindergarten and the primary grades. A study of fiction and poetry as types and of the interests and needs of children of this age is made as a basis for the appreciation and selection of the most suitable material for these grades. A familiarity is gained with such groups of stories as fairy and folk tales, animal stories, and realistic stories, and with story-telling poems and simple lyrics.

INTERMEDIATE CHILDREN'S LITERATURE. The literary types studied in this treatment of children's literature are the short-story, the epic, and poetry. Emphasis is laid upon such hero stories as Robin Hood, Odysseus, and King Arthur, upon animal and other nature stories, and upon narrative and lyrical poetry, for their literary quality, their suitability to this age, and methods of use.

JUNIOR HIGH SCHOOL LITERATURE. This includes a study of the types suitable for these grades: fiction with special attention to the short-story, the drama, the epic, the ballad and lyric, the nature essay and modern address. Principles of selection, both according to literary standards and according to the characteristics of the junior high school age and its vital interests and needs, are developed. The course stresses the use of literature in projects and as training for the right use of leisure.

AMERICAN LITERATURE. The aim of this course is to give an appreciation of America through its literature: descriptions of the country's great natural features and special regions; contributions from other civilizations in translations and travel essays; interpretation of the significant events in our history, including the European War; and expressions of ideals, both personal and social.

SHAKSPERE. The comedies and romances are read rapidly for enjoyment; the historical plays are presented briefly in group reports; and three or four of the tragedies are studied intensively. A supplementary study of Elizabethan life is made as an aid in interpretation.

THE SHORT-STORY. This course consists of an organized study of the nature and technique of the short-story together with wide reading of modern stories of all countries. A brief study is made of the development of the short-story, especially to realize the distinction of America's contribution.

NINETEENTH CENTURY LITERATURE. An intensive study of Browning and Tennyson with readings from the poetry of Clough, Arnold, Meredith, Morris, and Swinburne.

STORY TELLING. A course for kindergarten and primary teachers in which constant opportunity is given for practice in telling stories. Stress is laid upon the importance of dramatization and pantomime; train-

MANKATO, MINNESOTA

ing is given in selecting and adapting stories to suit the needs of children of different ages. The following are some of the books which are found most helpful: Bryant, *How to Tell Stories, Stories to Tell*; Shedlock, *The Art of the Story Teller*; Lyman, *Story Telling*; Kready, *Study of Fairy Tales*; Cather, *Educating by Story Telling*.

GEOGRAPHY

1. **ELEMENTS OF GEOGRAPHY.** A study of the fundamental principles of environmental influence on life with special emphasis on the human response to geographic environment. This includes the response of life to climate, soil, topography, glaciation, water resources, seasons, motions of the earth. A practical application of the study is made in laboratory and field work. The latter involves a study of the home environment and an interpretation of its influence on life. One aim is to use material that is of aid to the teacher in his work in any grade and in teaching the geography of any country; another aim is to give the student the necessary geographic basis for further study either in this department or individually. Text: Salisbury, Barrows, and Tower, *Elements of Geography*.

2. **ELEMENTS OF GEOGRAPHY. (PRIMARY)** A course similar in outline and content to Course 1, but designed for students preparing to teach in primary grades. Emphasis is placed on the determining of the geographic environment from the study of life responses. Stories of life in different types of environment form the basis of the work. Text: Salisbury, Barrows, and Tower, *Elements of Geography*.

3. **NORTH AMERICA.** An application of the principles taught in Course 1 to the study of a continent, i. e., a course in regional geography. It is designed to serve as a type for the study and teaching of other continents as well as to give adequate knowledge of one. The course deals with the location, size, form, relief, soils, natural resources, and climates of each country. Emphasis is placed on their relation to the industries of man and to the present and future development of each country. The course is so conducted that familiarity with the political geography is secured. Prerequisite: Course 1. Courses 1 and 3 are required of all students preparing to teach in the intermediate grades and junior high school.

4. **SOUTH AMERICA AND EUROPE.** A course in regional geography similar in outline to Course 3. Prerequisite: Course 1. This course may be taken in place of Course 3.

5. **INDUSTRIAL GEOGRAPHY.** A study of the effect of physiographical features, climate, soil, geographical location, and other factors on industrial development. The fundamental needs of modern man are considered, such as food, clothing, shelter, fuel and power, and commerce. Each commodity is traced from its origin as raw material to its final marketing as a finished product, emphasis being placed on the factors controlling each stage and the resulting commercial and political relations between the countries concerned. The course is designed especially for junior

STATE TEACHERS COLLEGE

high school teachers. Text: Smith, Industrial and Commercial Geography.

6. GEOGRAPHICAL INFLUENCES IN AMERICAN HISTORY. A study of the geographical factors which have influenced the course of American history. It deals with the exploration, colonization, and expansion of settlement westward; the distribution and development of cities, industries, and transportation systems; and the growth of the United States to a continental and world power. Prerequisite: Courses 1 and 3 and two courses in history. Text: Semple, American History and Its Geographic Conditions.

7. SEMINAR. For individual students who have shown that they are capable of doing independent work and who wish to prepare for departmental teaching. Each student conducts the work through consultation with the instructor. There are no regular class hours. Permission of the instructor must be secured before registration. Note: Students preparing for junior high school positions or as special teachers of geography are required to take Courses 1, 3, 4, 5, and 6.

HISTORY

AMERICAN HISTORY, INTRODUCTORY COURSE. An introductory course in American history covering the periods of the Revolutionary War and the establishment of the nation. The subject matter and the methods used will vary according to the department in which the pupils are preparing to teach. The aim of the course is to train the students to determine essentials and to interpret history in its relation to human problems. Institutional civics are studied in connection with the federalist period.

PERIOD OF NATIONAL EXPANSION. The period between the War of 1812 and the Civil War. Biographies have a prominent place in this course. Personalities are studied in their relation to compromises, party organizations, and sectionalism. A study of the impelling motives and ideals of the leaders in the expansion movement and of the influence of the frontier forms an important part of the course.

CONTEMPORARY HISTORY. The development of economic, political, and social problems of the last generation is the basis of the first part of the course. Magazines and documentary materials are used more than text-books. The last part of the course varies from term to term according to current problems both domestic and foreign. American problems are studied in their relation to foreign conditions.

COLONIAL HISTORY. This course is a study of the foundations of American history. Special emphasis is given to European background, biography, social and economic forces, and the general development of self-government through the colonial period.

ECONOMIC HISTORY OF THE UNITED STATES. The development of agriculture, manufacturing, commerce, and transportation. Elective for students who have had two previous courses.

MANKATO, MINNESOTA

MODERN EUROPEAN HISTORY. The aim of this course is to help the pupil to understand the relations between European and American history. The institutions and forces which controlled the development of Modern Europe are studied in their relation to present problems. Such topics as Washington's neutrality proclamation, the purchase of Louisiana, and the Monroe doctrine serve as connecting links. This course lays a foundation for a better understanding of world problems.

HOME ECONOMICS

FOODS AND COOKERY, ELEMENTARY COURSE. Production, manufacture, and chemical composition of typical foods; their classification into food principles; changes in digestion; functions in nutrition. The scientific principles underlying the cooking of the food principles and application in cookery processes.

FOODS AND COOKERY, ADVANCED COURSE. Review of the scientific principles underlying cookery and their application in the preparation of typical foods. Changes in digestion; functions in nutrition. Cost and nutritive value of foods; preparation and serving of meals; the planning and preparation of typical dietaries. Budget-making; the purchasing of supplies.

TEXTILES AND SEWING, ELEMENTARY COURSE. A course in the care and repair of clothing and the construction of undergarments and a school dress. The textile work aims to give practical knowledge of the characteristics of textile fibers and materials, which will aid in the selection of materials and their care.

TEXTILES AND SEWING, ADVANCED COURSE. A dress making course. By the construction of dresses for different occasions one is afforded an opportunity of handling a variety of materials and for work in costume design.

RURAL FOODS AND COOKERY. A short course that includes: composition of the various typical foods; functions in nutrition; principles underlying the cooking of the food principles and application in cookery processes. Special attention is given to problems concerning the school luncheon; dishes suitable for the hot lunch and their place in the day's balanced dietary. Half credit.

RURAL SEWING. This course is divided into two parts: a review of elementary sewing; methods of presenting the subject and outlining of courses of study for rural schools. Half credit.

KINDERGARTEN EDUCATION

CHILD PSYCHOLOGY. This course is required of all kindergarten-primary students and is taken during the term immediately preceding the one in which the student teaches in the kindergarten. Carefully supervised observation in the kindergarten is the basis of the course. The student's curiosity regarding the meaning of the activities seen there is utilized as a starting point for the study of (a) the instincts, capacities, and interests common to young children, (b) the materials and subject

STATE TEACHERS COLLEGE

matter which meet these, and (c) the principles and methods employed in making the best use of them. Throughout the course observation and reading go hand in hand. The text used is Norsworthy and Whitley's *Psychology of Childhood*. The references most used are Waddle, *Introduction to Child Psychology*; Betts, *Mind and its Education*; Colvin and Bagley, *Human Behavior*. Half credit.

KINDERGARTEN CURRICULUM. This course accompanies kindergarten teaching and involves a study of the kindergarten curriculum and a more extended application of the principles emphasized in *Child Psychology*. Problems arising in actual teaching concerning the selection of materials, subject matter, and method are discussed; and the reading of texts and of various references brings to the student the best opinions available. Texts used are Blow, Hill, and Harrison, *The Kindergarten* (the part written by Miss Hill) and *The Kindergarten Curriculum* (U. S. Bureau of Education pamphlet). Half credit.

KINDERGARTEN OBSERVATION. A course required of all students taking the primary course. The teaching for observers is done by kindergarten training teachers. Class discussion of all work observed constantly emphasizes the connections between modern educational theory and practice. This class recites with the class in *Child Psychology*. Half credit.

KINDERGARTEN TEACHING. The kindergarten work is based upon an effort to utilize, interpret, enrich, and extend the experiences of the children in connection with their home and out-of-door life and to direct and train the powers which are ripe for cultivation at this time. Conversation, stories, pictures, songs, games, rhythmic activities, constructive occupations, and excursions are means to this end. The student-teacher participates in every phase of kindergarten procedure, and the aim is to teach him to take hold of the instinctive activities of the children and turn them to educational account. Besides conferences with individuals, daily half hour conferences with all the teachers are held for planning and discussing the work of the department. Two credits.

MANUAL ARTS

ELEMENTARY BENCH WORK. Includes a study of tools—their uses, names of parts, adjustment, care, and how to sharpen. Instruction pertaining to the structure of wood, lumbering operations, seasoning, characteristics of good lumber, defects, methods of preserving lumber, elementary wood finishing, and a study of furniture of the different periods and of types of construction. Note book work, bench work, working drawings.

CABINET MAKING. A continuation of Course 1. Simple furniture. Emphasis on design. Use of wood working machinery.

MATHEMATICS

PRIMARY ARITHMETIC. This course is a study of methods of teaching arithmetic in the first three grades. It includes a study of the

MANKATO, MINNESOTA

development of number in the race and child experience; an intensive study of the material of these grades; number as it appears in construction work; games and other experiences which should form the basis of work in number with little children; examination of text books suitable for these grades; and many devices for number work and play. The text is Smith's *The Teaching of Arithmetic*. To this course there is an introduction of problem work, to review fundamental principles of arithmetic.

INTERMEDIATE ARITHMETIC. This course is designed to prepare teachers of arithmetic of the fourth, fifth, and sixth grades. A thorough study is made of the fundamental principles upon which computation of whole numbers, fractions, decimals, and percentage depend. Considerable time is given to the making and solution of problems drawn from the ordinary experiences of life. Methods of presentation of the arithmetic of these grades are worked out in class. The texts used are Brown and Coffman's *How to Teach Arithmetic* and Stone-Millis's *Higher Arithmetic*.

For those students who plan to take the first grade certificate, this course is modified, covering the course in less detail and adding a review of subject matter and methods for primary arithmetic.

JUNIOR HIGH SCHOOL ARITHMETIC. This course gives a study of the methods of presentation of the subject matter of the seventh and eighth grades together with a thorough review of this subject matter and an extension into the field of advanced arithmetic. It also covers work in standardization. The texts used are Brown and Coffman's *How to Teach Arithmetic* and Stone-Millis's *Higher Arithmetic*.

JUNIOR HIGH SCHOOL MATHEMATICS. This course gives a review of elementary algebra and geometry and presents methods of teaching junior high school mathematics. Text books are examined and programs worked out for the seventh, eighth, and ninth grades.

Plane Trigonometry. It consists of subject matter and of a discussion of the methods of presentation of such parts as can be introduced into ninth grade mathematics. The text in use is Wentworth-Smith's *Plane Trigonometry*.

COLLEGE ALGEBRA. This course covers quadratics, theory of equations, permutations and combinations, determinants, functions and their graphs.

MUSIC

MUSIC. The study of theory, sight-reading, ear-training, tone-production, and methods. Observation and teaching are done in the Training School under the supervision of the music teacher.

ELECTIVE. A course open to seniors who have taken the required course. It includes three distinct phases of music study. (1) Advanced theory, the writing and singing of intervals, triads and chords of the seventh. (2) Melody writing. The laws governing melodic progres-

STATE TEACHERS COLLEGE

sion and the relation of accents to meter and rhythm are studied and applied in the writing of original melodies. (3) Elementary form. Through the analysis of children's songs and other music useful for work in the public schools the student becomes familiar with small song forms. Ear training is continued in connection with each of these phases of the work.

MUSIC APPRECIATION. This is intended primarily to be a cultural course, but it is so planned that it will be helpful to the grade teacher, preparing him to give simple lessons in appreciation.

PHYSICAL EDUCATION

Students in the primary and kindergarten-primary courses are required to take Physical Education for the Grades and either Elementary Folk Dancing or Advanced and Natural Dancing; other students are required to take all three courses. Two terms work count as half credit; three terms as one credit. The costume required of girls for gymnasium work consists of black bloomers, white middie blouses, white tennis shoes, and black ties.

The gymnasium is well-equipped for basketball, volley ball, indoor baseball, and indoor tennis, as well as for regular gymnasium work.

PHYSICAL EDUCATION FOR THE GRADES. Games of skill and playground games. This course offers the student an actual playing acquaintance with the types of games that children of different ages like and need for their all around development. Incorporated with the practical work is a discussion of the principles upon which this choice of material is based, the best methods of presentation, and the necessity for adaptation to the needs of any particular group. Enough time is given to march tactics to enable students to handle large groups easily should this be necessary. A note book of this course is required.

ELEMENTARY FOLK DANCING. This course presents a graded program of the dramatic and folk dances so essential in the education of the growing child and endeavors to acquaint students in training with the different age characteristics and interests of children and the necessity for intelligent choice of subject matter. A notebook of this course is required.

ADVANCED AND NATURAL DANCING. Believing that one of the serious lacks of American people today is the lack of training of the emotions, we offer in this course a type of free rhythmic dancing that allows for joyous self expression, the natural response of the whole self to the message of music. Every student needs this course for her own personal satisfaction and the development of her powers of deeper appreciation and truer interpretation.

SONGS AND GAMES. The development and use of rhythmic exercises and games based upon the play instincts and fundamental movements of children. Training in selecting, singing, and teaching songs.

MANKATO, MINNESOTA

Dramatizing songs. The use of some of the best traditional games. Half credit.

PUBLIC SCHOOL ART

PUBLIC SCHOOL ART. All work is based on a study of color and its application to design, decoration, dress, and household furnishing. The course covers the work taken in the grades and is a direct preparation for teaching industrial art in the public schools. A part of the time is given to a brief review of the important schools of painting and a study of the principal styles of architecture. Texts: Snow and Froelich's Industrial Art Text Books.

ADVANCED ART. A special course given to those wishing further study. The work includes pencil, colored crayon, and black board sketching; cardboard construction; and permodello modelling.

READING

READING. Required in all courses except the kindergarten-primary. The work is the practical application of the principles underlying all good reading. Its aim is to help the student get the thought and feeling from the printed page and then, through body and voice, to give that thought and feeling in an effective and easy manner.

PUBLIC SPEAKING. An elective course for any who have had Reading. It is not limited to those of special ability in expression, but is open to all desiring advanced training in interpretative reading and in practical speech making.

RURAL EDUCATION

RURAL METHODS. The aim is to give the student a fair understanding of methods of administration, supervision, and management of rural schools. The first half of the time is given to a study of the two phases, and the last half is devoted to a rather intensive study of such problems of management as daily program, grading and classification of pupils, the library, discipline, and the presentation of the various units of subject matter. Students are required to submit weekly reading reports which aggregate 1500 pages for the term.

RURAL METHODS, ADVANCED COURSE. This course presupposes Course 1, and is designed to be a more intensive and detailed treatment of the subject. The application of educational principles to the problems of classroom management is given a large place in the course. It is offered to such students as expect to specialize in rural supervision and management.

RURAL PRACTICE TEACHING. A rural demonstration school under the direction of an expert instructor is maintained for the purpose of providing observation and practice in a typically rural environment. In addition, other schools of different types are more or less closely associated with the College for the same purpose. Six weeks of practice teach-

STATE TEACHERS COLLEGE

ing are given during the junior year of the course to accommodate those students who wish to interrupt their course at the close of this year's work and teach for a limited time. Two credits.

SCIENCE

NATURE STUDY. The purpose of this course is to give preparation for teaching nature study in the elementary school. The word nature study is used in a broad sense to cover all phases of elementary science adapted to the primary and intermediate grades, including the study of wild plants and animals, and elementary agriculture, physics, chemistry, and astronomy. The various topics studied are treated from the two standpoints of subject matter and method of teaching. During the fall and spring frequent field trips are taken to study plants and animals in their natural environment and to learn where material may be collected. This is supplemented by laboratory studies of material indoors.

Modifications are made in the course to adapt it to the grade of teachers taking it. In the course as given to primary and kindergarten teachers special attention is given to seasonal changes, pets, fruits, vegetables, and the common wild plants and animals. In the course given to intermediate grade teachers more attention is given to gardening, astronomy, and elementary physics and chemistry.

GENERAL SCIENCE. The purpose of this course is to put the prospective junior high school teacher in touch with the general science viewpoint. Special emphasis is laid on the organization of subject matter. This material is organized around the two great centers of the home and the community. Attention is given to the part that science plays in everyday life, special emphasis being laid on hygiene. The course includes the study of such topics as the following: the home garden, lighting and heating the home, musical instruments, the automobile, moving pictures, the airplane, the telegraph, steam and gas engines, the relation of flies and mosquitoes to health. Laboratory and field exercises constitute an important part of the course.

HYGIENE AND SANITATION. This course is required of all students. Its aim is to acquaint the prospective teacher with the latest scientific knowledge on this vitally important subject and to equip him to make the school a center of influence in the movement for the conservation of health. Only so much of physiology is included as is needed for a background for hygiene. The two subjects are discussed together as they overlap in the various phases of the work. The following topics are included: normal growth and its standards; causes of abnormal growth, as malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest; common defects, as bad eyes, defective hearing, adenoids, diseased tonsils; methods for detecting various defects, and the best methods of treating them from the school standpoint; programs for hygiene teaching and practice in the grades; hygiene of program making; routine school sanitation.

MANKATO, MINNESOTA

SOCIOLOGY

ELEMENTS OF SOCIOLOGY. An elementary course which considers the structure of society and the analysis of social institutions. A study of the social characteristics of the nationalities and races that have come to the United States, and the social interpretation of the problem of Americanization. Such problems of social and industrial democracy as the Negro problem, and the labor movement. The aim is to acquaint the prospective teacher with the knowledge of the fundamentals of the social environment of the school and with the professional use of that knowledge. Social conditions and problems are studied from the view point of their relation to the teacher and with the elementary school child always in mind. The approach is made through the study of concrete social problems of contemporary social life. Readings, reports on special topics, discussions, periodical work, and field trips to the State School for the Deaf and Dumb, the State School for the Blind, the State School for Dependent Children, the Minnesota State Prison, and other local and state charitable and correctional institutions. Text: Hayes, *An Introduction to the Study of Sociology*, and journals like *The Survey* and *The American Journal of Sociology*.

SOCIAL PROBLEMS. An intensive study of several social problems of significance to teachers; such as, the social aspects of feeble-mindedness; crime, with special attention to juvenile offenders; juvenile dependency in its relation to the school; the social aspects of child labor and of women in the fields of industry and the professions; the social obligations to childhood; the social aspects of heredity; and social hygiene education. Prerequisite: Sociology 1. Discussions, readings, reports, special topics, and current periodical work. Texts: Mangold, *Problems of Child Welfare* and Wolfe, *Readings in Social Problems*.

EDUCATIONAL SOCIOLOGY. An advanced course. Some interpretations of sociology as related to education; certain characteristics of the group life of man of importance to the study of education; sociological presuppositions and conditions of education; social progress and education; the course of study in relation to social life; the teaching process in relation to social life; social conditions differentiating urban and rural education; social aspects of moral education; the social need of education for recreation; the problem of community co-operation; the school as a social center; the social organization of teachers as a professional group; the growth of democracy and its relation to education; the socialization of discipline, of curriculum-content, of supervision, of teaching methods; the social evolution of the school; the essentials of a socialized school. Reading, reports, topics, and informal discussions. Prerequisite: Sociology 1. Text: Smith, *An Introduction to Educational Sociology*.

RURAL SOCIOLOGY. A consideration of the social nature of the rural problem; rural social institutions and their improvement; rural social surveys; and the principles of sociology in their relation to rural life. The aim is to acquaint the student with the rural social structure

STATE TEACHERS COLLEGE

and its possibilities, and the teacher's relation thereto. The primary purpose is to give the teacher a sympathetic appreciation of the rural viewpoint and of the special rural life problems with some knowledge to help in the solution of them. Discussions, special topics, visits to consolidated schools and to rural community groups. Texts: Gillette, *Constructive Rural Sociology*, and Cubberley, *Rural Life and Education*.

MODERN SOCIAL MOVEMENTS. A critical examination of modern social reform movements and their evaluation in the light of social democracy. An elective course for mature students only. Prerequisite: *Sociology 1*. Offered when demanded.

WRITING

The object of this course is to prepare the student for the teaching of writing in the public schools. It includes the careful study of the principles of method in teaching writing and their application to both pen and blackboard writing, the work covered in all the grades and the rural schools, and the use of scales. A minimum of 70 on the Ayres scales is the passing grade, but a minimum of 80 should be reached before students teach in the Training School. Writing is a required subject in all courses, and all formal written work must be up to the required standard of form and legibility. Texts: Freeman, *The Teaching of Handwriting*, and *The Palmer Method*. Half credit.

GENERAL DIRECTIONS FOR STUDENTS

TIME OF ENTRANCE

It is most important that students enter on the opening day of the term. Success in class work depends largely upon getting the point of view given by the teacher at the beginning of the course, and students cannot be admitted to classes after this preliminary work is done.

GRADUATION

Twenty-four credits are required for graduation from the two-year course; thirty-six from the three-year course. A credit in a subject is earned by four one-hour recitations per week for a term of twelve weeks. A student must spend six terms in the college to secure its two-year diploma unless credits are accepted from other institutions.

DIPLOMAS AND CERTIFICATES

Diplomas are issued on completion of the standard course of study. These diplomas have the legal value of first grade certificates, and on endorsement after two years of successful work become life certificates. Graduates of liberal arts colleges are enrolled as seniors and can complete the work in one year. High school graduates who have completed one

MANKATO, MINNESOTA

year of the two-year course will be given first grade certificates if their work has been of such quality as to commend them for teaching; the course will be slightly modified in preparation for rural school work including six weeks of practice teaching in good rural schools associated with the College. This provision will enable those who have not sufficient funds to keep them in school for two years to secure well-paying rural schools after one year. This certificate may be renewed if the student returns to the College for an additional summer term of study. The Department of Education will accept complete standings from the teachers' colleges in subjects prescribed for teachers' certificates.

CREDIT AT THE UNIVERSITY OF MINNESOTA

The University gives two years of credit in the College of Education for the standard diploma of the Teachers College where its holder is recommended by the President. Both diplomas can thus be secured in the four years required for a university course, with a training that will fit their holder in a special way for the work of teaching whether in a high school or as a principal or as a superintendent. The holder of a Teachers College diploma can spend nearly all of the two years in the university upon the special subjects of his choice. The kindergarten-primary diploma secures but one year of credit, but kindergarten graduates can secure the standard diploma by doing the additional work of one term or two summer sessions. The standard diploma secures one year of credit in the College of Science, Literature, and the Arts. Other universities receive graduates of the Teachers College on the same basis.

ADMISSION AND ADVANCED CREDIT

The completion of a four-year high school course or its equivalent is required for admission to the College. Official records of high school work and of work offered for credit should be presented at entrance. A person who has taken the teacher-training work in a high school after having been graduated from the school will receive eight credits on the two-year course; so that the teachers' college course can be completed in one year and two six-weeks summer sessions. No credit can be given for the teacher-training course where it was taken as a part of the four-year high school course. Credit is given for college work so far as it is equivalent in teacher-training value to the subjects of the teachers' college curriculum.

STANDARD OF SCHOLARSHIP

Students are graded in their classes on the scale A, B, C, D, E—A being a high honor grade and E denoting failure. Students who receive two D grades, or poorer, in any term are placed on the probation list, and the standing of the student must be improved the following term if he is to remain in the college. A student is not admitted to observation and practice teaching unless half of his standings are above D. A standard in handwriting of 70 on the Ayres scale and the approval by the English teachers of the student's English are required for admission to observa-

STATE TEACHERS COLLEGE

tion and practice teaching. A student whose English is not up to the standard proper for a teacher is required to take extra courses in English without credit.

No student is allowed to take more than four subjects during any term, except that physical education is sometimes assigned to a student who has four full subjects. In case any extra work is allowed the time of the student in the school is not shortened thereby.

CLASSIFICATION

There are class officers for each course of study, kindergarten-primary, primary, intermediate, junior high school, and rural, who make the study programs for all students enrolled for their course and serve as advisers during the entire course. The close acquaintance which results from this relation is a valuable feature of the student's life.

Further information upon any matter connected with entrance to the College will be gladly furnished in response to an inquiry addressed to the President.

SCHOOL ORGANIZATIONS

ATHLETICS AND RECREATION

A live student athletic association, open to all members of the school, provides for its members the following activities in season: soccer football, basket ball, volley ball, indoor baseball, tennis, suitable field and track events, hiking, coasting, skating, tobogganing, and skiing. Recognition of achievement takes the form of insignia granted on the basis of points earned, and the earning of points is dependent upon the actual time spent in any one of several of the above named activities as well as upon proficiency. Athletic games are conducted on the principle that the contribution of athletics to the school is greater, the greater the number of students participating; accordingly the plan is extensive rather than intensive, teams being organized from as many groups as possible and tournaments held at the end of the playing season.

CAMP FIRE GIRLS

The Camp Fire Girls is an organization made up of groups of girls who want to make life just as splendid as possible. They are seeking to develop the spirit of the home so that it will influence the entire community. The Law of the Fire states the underlying principles in a few words: seek beauty; give service; pursue knowledge; be trustworthy; hold on to health; glorify work; be happy.

MANKATO, MINNESOTA

In the College there are four active groups which are being prepared to be guardians of Camp Fires in the towns in which they will teach. The services rendered this year by the Camp Fire Girls include assisting the League of Women Voters and taking an active part in the Chinese Relief Campaign.

THE DRAMATIC CLUB

This organization is enthusiastically supported by students who have a special interest in dramatics. It is open to all students who pass the prescribed try-outs. The club affords an opportunity to members to become acquainted with "what's what in drama", where to find it, and how to use it. The public is frequently invited to witness some of the programs.

GLEE CLUBS

The Girl's Glee Club is organized to accomplish three things: to provide music for special occasions, to learn the right use of the voice, to become familiar with beautiful part songs. Students who have good voices and a fair ability to read music may become members of the club. The Triangle Club furnishes the same opportunities to those students who possess good voices but have had no previous training in part singing. Each club meets for an hour's rehearsal once a week.

TRAINING SCHOOL CLUBS

Each student who teaches in the Training School is eligible to membership in the club of the department in which he teaches. The K. K. X. of the kindergarten department was the first group to be organized; later the following clubs were formed: the Makata Club in the primary department, the M. G. O. in the intermediate grades, and A. I. A. G. in the junior high school. New members are initiated three times a year. These organizations give students an opportunity to become well acquainted with each other and create a spirit of good fellowship.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is open to all the girls of the College. Its purpose is to develop a higher spiritual ideal among the girls and to extend kindly services to the new students. The regular weekly meetings are of a religious and social nature. They are made attractive by music and by talks by members of the faculty or by other speakers. In addition to their informal social affairs during the past year, the girls have given a Get-Acquainted party on the first Wednesday of the school year, their annual Christmas Bazaar, and a May party. The Social Service section has done effective work among the foreign born citizens of Mankato. Once a week the girls have given lessons in reading and writing English and in arithmetic to the Syrian women, for which these women have shown themselves very grateful.

STATE TEACHERS COLLEGE

GENERAL INFORMATION

LOCATION

Mankato is a beautiful, residential city of 14,000, situated in the Minnesota River Valley. It is located in the center of Southern Minnesota. It has excellent railroad connections with all points in the territory which the College serves, and it is easily reached by automobile and by motor bus.

LIVING ARRANGEMENTS

DORMITORIES. Two halls have been erected by the state as homes for the young women students. Daniel Buck Hall, which has been in use for eight years, accommodates eighty-five. Cooper Hall, which goes into use with the summer session of 1921, will at present accommodate forty-two. Both are beautiful, fire-proof buildings in the Maryland Colonial style. Here through the dean of women and the resident teacher, the young women enjoy the atmosphere and care of a cultured home and opportunities for good fellowship.

Each room is equipped for two students and contains two closets, two couch beds with all necessary furnishing, a study table, a dresser, two chairs and one rocker, and one large rug. Students are required to care for their own rooms and to furnish sheets, pillow cases, towels, soap, and table cover for a table 28x42 inches, a dresser scarf, couch cover, and additional blankets beyond the two furnished by the school.

The cost of room and board at the present time is \$5.50 for most of the rooms; in rooms on the third floor with dormer windows it is \$5.25, and in corner rooms with two full windows or rooms with French windows it is \$5.75. No discount is made for absence under one week, and for longer absences the loss is shared between the student and the school. During the regular vacations only room rent is charged. Meals to guests are twenty-five cents each. Bills for board and room are dated from the beginning of the term and are payable monthly in advance; all checks should be made to Daniel Buck Hall. Students cannot be received at the Halls before Monday noon of the opening week.

Rooms are assigned in the order of application, and each applicant must deposit five dollars, which will be applied on the first month's payment; this deposit will be returned in case the application is withdrawn two weeks before the opening day. Only those students are received who expect to remain through the year.

Young women students who room outside will be received as boarders at Daniel Buck Hall. The present rate is \$4.50 a week, payable monthly in advance.

ROOMS OUTSIDE THE HALL. Students are not allowed to engage rooms at houses not on the official list without consulting the dean of women. Lists of approved places, where reasonable comforts and privileges are assured, will be furnished on registration day or will be sent upon application. The ordinary price of board in private houses, including

MANKATO, MINNESOTA

furnished room, light, and heat, is \$6 to \$8 a week. Rooms without board cost from \$8 to \$12 a month; two students usually occupy a room.

It is important that careful selection be made, since students rent their rooms for the full term and must not break the contract without the consent of the dean of women. Room rent is payable in advance by the calendar month, with no deductions for vacations.

SUPERVISION OF STUDENT LIFE

The social and moral welfare of women students is under direct supervision of the dean of women. She has prepared a list of addresses at which rooms for young women may be obtained. All houses on the list have been inspected by her, and although responsibility for them can not be assumed by the Teachers College they are believed to be suitable houses for women students. Women students are expected to occupy rooms only in such rooming houses as accommodate women exclusively, and in which a parlor is provided for the reception of visitors. Changes in rooming places may be made only with the dean's approval. All women students are required to report to the dean on entering the institution, in order that they may register their addresses and may be directed if rooms have not been secured. The dean of women wishes to be of real service to the young women, and they should consult her freely upon any topics that concern their general welfare.

A trained nurse of long experience has supervision of health conditions and gives advice to individual students. The general health of the students has been greatly improved under this provision.

EXPENSES

Tuition is free to all students admitted into any of the classes of the College department provided they sign a pledge to teach two years in the public schools of the state. Persons not willing so to pledge themselves may be received on the payment of a tuition fee of \$10 per term. If for any reason the intention to teach is not fulfilled, the obligation can be discharged by later payment of the regular tuition fee. Necessary text-books are rented from the school. The term fee is \$5, which includes the rental of text books and entitles students to free admission to all concerts, athletic contests, and other entertainment furnished by the school.

For living and school expenses three hundred dollars a year is considered a fair average expenditure. The school wishes to emphasize the desirability of simplicity in dress. The life of a student at the College does not call for elaborate day or evening costume. The circumstances of our school life suggest the following as being particularly useful types of dresses for young women students: for school and street wear, a cloth dress with a long coat or a suit with lingerie or silk waists; for concerts and other school entertainments, a pretty waist to be worn with the suit or a simple silk dress.

STATE TEACHERS COLLEGE
THE SOCIAL CALENDAR FOR 1921-1922

SUMMER TERM, 1921

Get-Together Party on Campus, Friday, June 17
All School Picnic at Sibley Park, Saturday, June 25
Concert in Auditorium, Friday, July 1
Dance in Gymnasium, Friday, July 8
Lecture in Auditorium, Friday, July 15
Outdoor Tournament, Saturday, July 16

Outings to Minneopa Park and to points of historical and other interest will be planned for the Saturdays.

FALL TERM, 1921

Get-Acquainted Party, Y. W. C. A., Hostesses, Wednesday, September 7
Reception to Faculty and Students, Friday, September 9
Calling Day, Friday, September 16
All School Picnic, Wednesday, September 21
Big Sister Party, Friday, September 30
Southern Minnesota Teachers Association, October 6 and 7
Studio Demonstration by Lorado Taft, Thursday, October 6
Tea for Visiting Graduates,
Training School Clubs, Hostesses, 4 to 6, Friday, October 7
Informal Dance, 4 to 6, Tuesday, October 18
Lecture by Dr. Bagley of Columbia University, Friday, October 21
Halloween Party. All School. Friday, October 28
Minnesota Educational Association, Minneapolis, November 3, 4, and 5
Dean's Tea for Fall and Winter Graduates, Saturday, November 19

WINTER TERM, 1921-22

Y. W. C. A. Christmas Bazaar, Friday, December 9
Christmas Festival, Wednesday, December 21
Little Sister Party, Friday, January 13
Dramatic Club, Friday, January 27
St. Valentine Party, Y. W. C. A., Hostesses, Friday, February 14
Washington's Birthday Party, Wednesday, February 22

SPRING TERM, 1922

Camp Fire Girls, Friday, March 17
Senior Night, Friday, April 28
Junior Night, Friday, May 5
Athletic Day, Saturday, May 6
All School Picnic, Wednesday, May 24
Senior Party at Daniel Buck Hall, Saturday, June 3
Commencement Sermon, Sunday, June 4
Junior High School Night, Monday, June 5
Reception to Students and their Friends, Wednesday, June 7
Commencement, Thursday, June 8

MANKATO, MINNESOTA

LECTURES AND CONCERTS

Lectures are given by men and women of note throughout the year. The Southern Minnesota Teachers Association in October will afford the students an opportunity to hear Lorado Taft tell of the work which has led the world to rank him as one of the greatest living sculptors. He will reproduce his studio on the stage and have several operators illustrate his address. Later Dr. Bagley of Columbia University will give two lectures on subjects of professional interest. Other notable speakers will be brought to enrich the intellectual interests of the college body.

At the weekly assemblies addresses are made by members of the faculty and outside speakers, programs are put on by the students, and musical programs are given for training in appreciation. These and other interesting and instructive features bring the students together and develop college spirit.

The College has secured for concerts next year certain young artists who already have an international reputation. Vera Poppe, the English cellist, has been booked for a series of concerts in South Africa. James Hamilton, an American tenor, will appear with Miss Poppe. Graham Marr is an English baritone who has sung both with the Chicago and Boston Opera Companies. Miss Ver-Haar gave a number of successful concerts in Norway and Sweden before her concert tour in this country last year. The other artists in the course are already making a name for themselves in the music world. The Mankato Music Club gives a series of recitals in the College Auditorium, which the students have the privilege of attending. Among their artists this year were Carlo Fischer and the McPhails. These musical advantages are given the students in the belief that a teacher should have opportunities to develop sound taste and real appreciation in the field of the fine arts.

THE LIBRARY

The number of volumes in the library is about 16,000. The main library is housed in a beautiful room ninety by forty-five feet, affording room for a hundred thirty readers. A carefully chosen library for the children of the elementary school occupies a room adjoining the main library, affording to all students the opportunity to become familiar with the best literature for children. A vertical file containing a collection of mounted pictures illustrating various subjects in the school course is a valuable addition to the equipment. A good selection of current periodical literature, both professional and general, is provided. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher. Students have free access to the shelves. The topical method of study, which is generally used in the several departments of instruction, requires a large amount of reference work. In this way students are trained under the supervision and with the assistance of an experienced librarian to know and use books. The librarian meets all new students at the opening of the school year for a series of lessons intended to give them a working knowledge of the library. Some instruction is also given by lectures on library methods and juvenile reading.

STATE TEACHERS COLLEGE

THE TRAINING SCHOOL

The Training School, enrolling more than four hundred children, is organized in four groups or departments—kindergarten, primary (grades one to three), intermediate (grades four to six), and junior high school (grades seven to nine). Opportunity is given students to do their teaching in that department or grade for which they are preparing to teach. In immediate charge are the director and eleven training teachers, all equipped for their work by successful public school experience and special training. These instructors supervise and direct all teaching done by students of the College and teach some classes daily.

The continuity of the work of the school is carefully preserved by the supervision of the director. Each pupil-teacher is required, after a general outline is given, to plan the work daily in detail and to submit these plans for criticism and amendment. The instructors are sympathetic and tactful and give counsel as needed, and the greater part of the teaching is in the presence of some one of them. The quality of the teaching is not allowed to deteriorate; careless work is not permitted; enthusiasm, freshness, vigor, and high ideals characterize the work done by the pupil-teachers, whose training makes them effective and desirable teachers.

Student teaching is open only to those who have met the following requirements: (a) a command of English (both oral and written), approved by the English department of the College; (b) handwriting above the minimum standard of 70 on the Ayres scale; (c) the completion of at least twelve credits of work in the College; (d) grades in half of these twelve credits above "D."

The course of study used in the Training School is thoroughly modern, giving due emphasis to the physical welfare of children, to industrial and manual arts, to effective oral and silent reading, to good English expression, to geography and history of the best modern type, and to the mathematics which is needed today. The teachers of the College department and of the Training School work in close cooperation.

SCHOOL PROGRESS

School Progress, an educational journal, was established by the faculty of the Teachers College in 1919. Six numbers were published during the past year. It is sent free of charge to superintendents and elementary school teachers throughout southern Minnesota and to all graduates of the school who are teaching. Its purpose has been to keep in touch with elementary school problems, and to bring to the teacher in service the best modern educational ideas and those practices that have been tested and found most valuable in our training school and in the public schools.

THE MUSEUM

The museum contains several hundred mounted birds, several hundred bird skins, some of the commoner mammals of the state, a fair collection of amphibians and reptiles, several thousand specimens of fishes, a collection of invertebrates, herbarium specimens and other plant ma-

MANKATO, MINNESOTA

terial, a collection of minerals and specimens of Minnesota rocks, a collection of Philippine corals, and numerous fossils.

THE SUMMER SESSION

The session of 1921 will begin June 13 and close July 22. A large number of the subjects of the regular school year are offered in the summer, and students can begin any of the courses or secure credits toward the diploma of the school. Teachers in service have the opportunity, if they are high school graduates, of carrying on their courses of study during the summer or of taking work that will fit them better for their work in schoolroom and community. Mature teachers recommended by their county superintendents are admitted to the regular classes in the summer even if they are not high school graduates.

Each class will do double work daily in each subject, and only two subjects are allowed. No review work is offered. The work will be of the same scope and quality as the work of other terms, the teachers being from the regular College faculty. Circulars will be sent on application; these circulars give particulars as to the application of credits to teachers' certificates, the program of classes, and other details of the summer arrangements.

PROGRAM OF CLASSES FOR THE SUMMER SESSION, 1921

7:30	9:20	10:50
Rural School Methods I ^a	Rural School Methods	Rural School Methods I ^a
Rural School Methods II ^b	Library Work for Rural	Rural School Management ^b
Primary Methods I ^a	Schools (prof. cr.)	Primary Methods
Primary Methods II ^b	Primary Methods I ^a	Rural School Sewing [*]
Primary Methods	Primary Methods II ^b	Hygiene and Sanitation
Upper Grade Methods ^b	Upper Grade Methods	Grammar and Composition
Grammar and Composition	Rural School Cooking [*]	Reading I
Reading I	Grammar and Composition	Writing [*]
Geography I	Reading I	History I
Civics (with History 1)	Writing [*]	Arithmetic 1 I ^a
History 1	Hygiene and Sanitation	Arithmetic 1 II ^b
Hygiene and Sanitation	Prim. Arithmetic Methods ^a	Elementary Handwork [*]
Algebra 1 and 2	Arithmetic 1 I ^b	Drawing 1 I ^a
Physical Geography (with	Elementary Handwork [*] (or	Drawing 1 II ^a
Geography)	whole credit)	Games and Playground Work [*]
Games and Playground Work	Drawing 1	Geography 3
(whole credit)	Drawing 2	History 7 (Modern Europe)
Sewing 1	Geometry 1	Literature—The Short Story
Psychology 1	Geometry 2	Educational Measurements [*]
Sociology 1	Physics 1 or 2 (with Elemen-	
Psychology 2	tary Science)	
History 4 (Cont. American)	Elementary Science (Nature	
	study)	
	Sociology 2	
	History of Modern Education	
	Children's Literature	

* Half credit

a Recites during first half of double period

b Recites during second half of double period

I First half of the subject

II Second half of the subject

LOAN FUND

Three classes, those of 1916, 1917, and 1919, have established loan funds amounting in all to nearly five hundred dollars to meet special needs that may arise from illness of students or other emergencies. The amount loaned to any student is limited in amount, but a small amount will often tide a student over and enable him to complete his course when it would be otherwise impossible.

STATE TEACHERS COLLEGE

COMMITTEES OF THE FACULTY

The President of the College is ex officio a member of each committee.

ASSEMBLY

MR. HANCOCK	MISS SPARROW
MISS NANCY WILLIAMS	

ATHLETICS

MISS FRYMIR	MR. MORRIS
MISS WOOD	

CLASS OFFICERS

MR. FULLER	MR. MORRIS
MR. HANCOCK	MR. SNARR

FACULTY STUDY

MISS BEALE	MR. HANCOCK
MR. SNARR	

LOAN FUND

MR. PETTERSON	MISS ROBBINS
MISS BOWDEN	DEAN OF WOMEN

PUBLICATIONS

(SCHOOL PROGRESS EDITORIAL BOARD)

MISS BEALE	MR. PETTERSON
MR. MILLER	MR. SNARR
MISS SPARROW	MR. TRAFTON

SOCIAL AFFAIRS

DEAN OF WOMEN	MR. MORRIS
MISS CONSTANCE	MR. NICHOLS
MRS. GREEN	MISS SOLTOW
MISS SPARROW	

STUDENT WELFARE

DEAN OF WOMEN	MRS. PARRY
MR. MORRIS	MR. PETTERSON
MISS SOLTOW	

Y. W. C. A. ADVISORY BOARD

MISS SOLTOW	MRS. PARRY
MISS DAYTON	MRS. PETTERSON
MISS FRYMIR	DEAN OF WOMEN

MANKATO, MINNESOTA

REGISTER OF STUDENTS FOR 1920-1921

Including the Summer Term, 1920

THIRD YEAR

Bergeland, Eva A., Dawson
Brown, Roxie, Pipestone
Cutkosky, Oscar F., Mankato
Dean, Margaret D., St. Peter
Eberlein, Zella M., Mankato
Edwards, Hazel J., Mankato
Ellis, Esther H., Mankato

Fletcher, Edith A., Mankato
Hughes, Eunice, Mankato
Nerbovig, Gertrude L., Mankato
Parker, Caroline, Mankato
Springer, Alta M., Mankato
Wildes, Isabel, Mankato

SENIOR CLASS

Adler, Fern E., Austin
Aldrich, Jessie E., St. Paul
Altermatt, Isabel, Comfrey
Anderson, Alma R., Pipestone
Anderson, Ethel F., Mankato
Anderson, Helen E., Walnut Grove
Anderson, Jean S., Deceased, Blue Earth
Anderson, Rachel M., Anoka
Antoine, Blanche W., Lake Crystal
Appel, Eleanor, Springfield
Bachman, Rayma L., Young America
Bagley, Lena M., N. Mankato
Baird, Mary E., Reading
Baker, Esther F., Kasota
Baker, Mabel L., Reading
Barickman, Helen, Mankato
Barrett, Mary E., Waseca
Berg, Florenz J., Darfur
Bird, Elizabeth, Aitkin
Blyler, Edith, N. Mankato
Broderick, Nora, Northfield
Brown, Alice M., Vernon Center
Budde, Evelyn C., Mankato
Buggy, Lucille M., Fairmont
Bullis, Mildred M., Winnebago
Caldwell, Mabel O., Mankato
Campion, Mary C., Lakeville
Carlson, Agnes E., Kasota
Carlstrom, Helen S., Mankato
Chance, Ida M., Pine Island
Chard, Beatrice H., Belle Plaine
Churchyard, Neva N., Fairmont
Claude, Eva E., Delavan
Cole, Jessie M., Amboy
Cole, Mina E., Granite Falls
Constantine, Mrs. Estelle C., Madelia
Cooey, Mary, Faribault
Corcoran, Grace T., Belle Plaine
Corcoran, Kathryn R., Belle Plaine
Cote, Vera M., Mankato
Cottingham, Mabel W., Springfield
Crane, Esther M., St. Peter
Cuddy, Marguerite P., Mankato
Cupp, Opal F., Mora
Dahl, Nettie A., Okabena
Dache, Marie M., Waterville
Dartt, Donna E., Mankato
Denison, Mildred, Faribault
Devens, Clara M., St. James
Dexter, Mabel A., Chicago
Dietrich, Mildred S., Laverne
Donnell, Faustine, Claremont
Doran, Marguerite, Eagle Lake
Doyle, Ruth M., Easton
Dresser, Blanche, Morgan
Dryden, Ruth J., Windom
Drysdale, Harriet H., Maple Plain
Elness, Irene E., Windom
Emerson, Hilda, Dawson
Emerson, Margaret M., Mapleton
Epp, Susie H., Mountain Lake
Erb, Minnie M., Faribault
Erickson, Dagny H., Westbrook
Erschfeld, Leila E., Welcome

Evans, Bertha, Lime Springs, Ia.
Evenson, Ada E., Hanska
Flatley, Mary E., Lake Crystal
Flittie, Louise I., Mankato
Foelschow, Helen M., Mankato
Fontaine, Idaline, Minneapolis
Friton, Berniece E., New Ulm
Gaffey, Vera D., Mankato
Gandrud, Louise B., Glenwood
Garder, Mareen, La Crosse, Wis.
Garner, Madalin O., Mankato
Gee, Adelaide F., Cottonwood
Gens, Lydia M., Mankato
Gentz, Margaret P., Minnesota Lake
Georgius, Esmeralda J., St. Clair
Gerlach, Elizabeth, Good Thunder
Gibbon, Florence M., Rosemount
Gleason, Gwendolyn A., Farmington
Gogerty, Margaret, Hubbard, Ia.
Gohla, Joanna B., Mankato
Goodwin, Margaret K., Clarkfield
Graif, Edna M., Mankato
Grass, Florence M., Owatonna
Grass, Frances M., Owatonna
Gregson, Doris E., Austin
Grogan, Anna L., Mankato
Grunzke, Johanna, Wells
Haas, Hattie G., Lamberton
Hage, Hortense C., Red Wing
Hansen, Elizabeth, Le Sueur
Hanson, Emma C., St. Peter
Hanson, Inga A., Franklin
Hartwig, Irma A., Mankato
Haugen, Marian, Grand Meadow
Haugen, Thelma C., Jasper
Heidemann, Hertha A., Nicollet
Hellebo, Helen, Janesville
Hensel, Anna D., St. Peter
Hildeton, Mabel C., Huntley
Hoaglund, Florence, Mankato
Hodson, Una E., Mankato
Hoffert, Frances W., Springfield
Hogan, Edith A., Montevideo
Holzer, Jennie, Montevideo
Howe, Ella J., Alden
Howe, Margaret A., Wabasso
Jackson, Evelyn C., St. James
Jaenicke, Lydia A., Shakopee
Jenkins, Ruth P., Lake Crystal
Jensen, Myrtle B., St. James
Jerner, Ruth H., Monterey
John, Theodora, Mankato
Johnson, Bessie C., Clarkfield
Johnson, Clara H., Lake Crystal
Johnson, Helga M., Hector
Johnston, Mrs. Ruth A., Mankato
Jones, Olwen, Lake Crystal
Jones, May G., Lake Crystal
Keeley, Julia I., Janesville
Keene, Esther L., Mankato
Keller, Juliana E., Mankato
Kelly, Ruth S., Mankato
Kennedy, Genevieve A., Cresco, Ia.
Kinney, Iva J., Winnebago

STATE TEACHERS COLLEGE

Kirkpatrick, Alice M., Minneapolis
 Kinney, Fern E., Winnebago
 Kopeschke, Bertha A., Rhineland, Wis.
 Kosmoski, Adelaide G., Owatonna
 Kozitz, Susan B., Mapleton
 Kruger, Margaret C., Waterville
 Kuechenmeister, Agnes E., Montgomery
 Lamb, Mary M., Slayton
 Lampman, Gladys V., Granite Falls
 Larson, Karna I., Atwater
 Lauer, Frances M., Watertown, S. D.
 Lawin, Ellen B., Chaska
 LeDuc, Dorothy L., Mankato
 Leo, Lucille O., St. Clair
 Lindholm, Lillian M., Mankato
 Lindholm, Virginia K., Mankato
 Lindsey, Maria C., Slayton
 Litchfield, Mildred C., Mankato
 Little, Olive E., Elmore
 Lovelace, Maida A., Eyota
 Lundquist, Esther A., Kasota
 Lynch, Carmellita, Mankato
 McAllen, Lura, Mankato
 McBeath, Pauline A., Anthon, Ia.
 McDonald, Alice M., Odin
 McGlin, Eva G., Lakefield
 McGrath, Mary C., Mankato
 McMahon, Isabelle R., New Richland
 McNamara, Margaret C., Slayton
 McNiven, Mary E., Marshall
 Malcomson, Sarah J., Mankato
 Malloy, Carrie E., Le Sueur Center
 Mandell, Gladys E., Faribault
 Mandler, Catherine E., Adams
 Maricle, Bernice, Mankato
 Marso, Leona E., Mankato
 Marth, Ethel C., Minneapolis
 Martinson, Ruth, Madison
 Massey, Nina E., Madelia
 Meurer, Marcella M., Mankato
 Miller, A. Catherine, Mankato
 Miller, Helen E., St. Paul
 Moe, Ruth J., Tracy
 Moes, Harriet L., Farmington
 Morgan, Vera M., Lyle
 Morrill, Lois, Granite Falls
 Mulligan, Bernice C., Green Isle
 Nelson, Cora A., Boyd
 Nelson, Corena L., Albert Lea
 Nelson, Norma V., Mankato
 Nicholson, Elizabeth C., Janesville
 Nickel, Pearl C., Butterfield
 O'Brien, Sylvia F., Caledonia
 O'Connor, Florence, Mapleton
 O'Connor, Rose, Mapleton
 Ostrom, Eva A., Winthrop
 Owens, Mary, Cambria
 Packard, Zelda A., Sherburn
 Pagel, Frances, Mapleton
 Paulson, Anna I., Askov
 Pederson, Olga B., Amboy
 Pendy, Lillian R., Belle Plaine
 Petersen, Alice L., Armstrong
 Peterson, Beth R., Pipestone
 Peterson, Emma B., Mankato
 Polzin, Renata M., Fairfax
 Priebe, Emma C., Maynard
 Rasmussen, Dora A., Askov
 Ray, Violet D., Tracy
 Reed, Esther L., Sioux City, Ia.
 Renneke, Esther, Le Sueur
 Renneke, Hattie L., Le Sueur
 Rohlik, Mary P., Seaforth
 Rolfstad, Lenore B., Mankato
 Ross, Evelyn A., Montevideo
 Rule, Lois E., Madison
 Russell, Cecelia M., Madelia
 Schultz, Hilma, Heron Lake
 Schultz, Mary M., Mankato
 Schumacher, Matie E., Heron Lake
 Shepard, Lucy G., Faribault
 Siverson, Esther A., Waton
 Siverson, Mabel, Blue Earth
 Siverson, Mildred A., Blue Earth
 Skipton, Marie I., Kasota
 Slaata, Emma M., Wilmot
 Slight, Beatrice, Mankato
 Smith, Jennie A., Heron Lake
 Smith, Marian A., Mankato
 Smith, Mildred C., Mankato
 Snook, Janice C., Mankato
 Solberg, Ingebor, Le Sueur Center
 Stans, Leonette J., Chaska
 Stradtman, Lulu E., St. James
 Strandjord, Minnie C., Belview
 Swenson, Blanche, Mankato
 Tabor, Mrs. Winnifred M., Chatfield
 Tallberg, Ruth O., Fairmont
 Taylor, Mrs. Eunice M., Mankato
 Torie, Irene, Elmore
 Tornell, Alma A., Le Sueur
 Trahms, Lillian A., Janesville
 Treanor, Olivia E., Mankato
 Tribett, Dena E., Round Lake
 True, Florence I., Good Thunder
 Uhlhorn, Erna C. B., St. James
 Vaughan, Elizabeth J., Elko
 Vaughan, Ella V., Elko
 Vetter, Teresa, Kasota
 Voth, Dora M., Red Wing
 Wakefield, Eva G., Pipestone
 Walden, Ruth D., Northfield
 Walrath, Lura I., Janesville
 Walrod, Lelah V., Minneapolis
 Walser, Ruth M., Mankato
 Walsh, Marguerite E., Owatonna
 Wanstrom, Viola M., Gibbon
 Waswo, Martha C., Alpha
 Waylander, Rosella, Litchfield
 Welch, Ruth, North Mankato
 Wheadon, Florence L., Balaton
 Whipkey, Rose, Round Lake
 Wicks, Laura B., Spirit Lake, Ia.
 Wildes, Joyce, Mankato
 Williams, R. Mabel, Brainard
 Wingen, Marjorie V., Smith's Mill
 Wolf, Edna A., Hector
 Wooley, Mildred A., La Crosse, Wis.
 Wylia, Hazel R., Granite Falls
 Young, Helen M., Mapleton
 Zahalka, Luella M., Red Wing
 Ziegler, Hilda A., Blue Earth

MANKATO, MINNESOTA

JUNIOR CLASS

Aakre, Elizabeth, Lorne
 Aakre, Odga E., Lorne
 Adams, Hazel, Kasota
 Adams, Vera M., Elysian
 Addy, Bertha C., Fulda
 Adler Beatrice L., Marshall
 Allen, Lillian M., Shakopee
 Amundson, Helen A., Slayton
 Amundson, Nora P., Slayton
 Anderson, Esther A., Ellendale
 Anderson, Hilda E., St. Peter
 Anderson, Hulda D., St. James
 Anderson, Julia R., Forest Lake
 Anfinson, Stella M., Clarion, Ia.
 Apel, Mildred E., Worthington
 Archerd, Nina, Dodge Center
 Ashley, Lucile, Madelia
 Aust, Unice S., Ivanhoe
 Austin, Gertrude B., Wood Lake
 Babcock, Lora M., Dundas
 Bacon, Anna, St. Paul
 Bacon, Helen M., St. Paul
 Bakalyar, Ellen, Lakefield
 Bales, Rena F., Winnebago
 Barber, Lucille, Vesta
 Barker, Lillian, Willmar
 Barker, Mildred, Willmar
 Barnes, Linnea D., St. Paul
 Barth, Emma A., Mankato
 Batchelor, Mrs. Winifred L., Waterville
 Baumgartner, Rose P., Bird Island
 Beck, Edith O., Elmore
 Behm, Aletta H., Henderson
 Bell, Vivian O., Anoka
 Benda, Helene, Jackson
 Benedict, Lucille, Mapleton
 Bengston, Olive H., Mankato
 Benz, Gladys, Northfield
 Berg, Alma, Zumbrota
 Berglund, Gladys M., Albert Lea
 Bertrand, Genevieve Q., Sleepy Eye
 Beske, Leona, Hector
 Bingham, Elizabeth C., Le Roy
 Bird, Anna M., Aitkin
 Bjorklund, Edith, New Richland
 Bloomer, Catherine R., Sherburn
 Bode, Henry C., Vernon Center
 Bonnell, Gladys M., Heron Lake
 Booen, Lucille, Gordonsville
 Boor, Esther, Mankato
 Booren, Myrna A., Marine-On-St. Croix
 Booth, Jeanette, Faribault
 Boughton, Julia E., Amboy
 Bowen, Ida B., Vernon Center
 Bowyer, Lydia A., Glencoe
 Boyle, Irene J., Westbrook
 Boyle, Marie, Westbrook
 Braden, Lorene P., Eagle Lake
 Brandjord, Inga, Franklin
 Braskat, Emma H., Sanborn
 Breening, Myra E., Balaton
 Breikreutz, A. Cora, Arlington
 Broholm, Stella M., Minneapolis
 Brom, Olga T., Morris
 Brown, Ellen C., Fairmont
 Brown, Gladys H., Boyd
 Bruce, Bonita G., Alpha
 Brudvig, Norvella J., Franklin
 Buckley, Vincent J., Minneapolis
 Bullemer, Gladys, Gibbon
 Burfield, Mary U., Waconia
 Burkey, Mabel E., Jackson
 Bye, Gina, Boyd
 Bye, Olga B., Boyd
 Caldwell, Minnie E., Madelia
 Campion, Anna, Lakeville
 Carlander, Mabel, St. Peter
 Carlson, Helen M., Triumph
 Carlson, Lillian P., Alden
 Carlson, Mabel M., Sherburn
 Carlson, Myrtle F., Sherburn
 Carstedt, Eula, Worthington
 Casey, Marian C., Litchfield
 Casey, Nora M., Litchfield
 Cashman, Melda M., Blooming Prairie
 Castle, Irene A., Morton
 Cavanaugh, Margery A., Shakopee
 Caven, Vivian, Mankato
 Chader, Alpha B., Hendricks
 Chamberlin, Gladys, Minneapolis
 Chard, Stella, Belle Plain
 Christenson, Edna M., Comfrey
 Chromy, Hortense C., New Prague
 Chromy, Sylvia G., New Prague
 Clark, Blanche H., Redwood Falls
 Clarke, Marian H., Mankato
 Collins, Myrtle A., Luverne
 Conger, Edith, Truman
 Corbett, Vivian L., Amboy
 Cornell, Inez M., St. Paul
 Costley, Ella M., Mankato
 Courtney, Lucille G., New Richland
 Crane, Lucille M., St. Peter
 Cress, Theresa L., Prior Lake
 Culshaw, M. Teresa, Marshall
 Cummins, Marian G., Eagle Lake
 Curry, Hazel, Amiret
 Dahlberg, Esther A., St. Peter
 Daily, Beatrice I., L. Roy
 Daily, Florence K., Dexter
 Daleiden, Anne C., New Prague
 Dalen, Annette L., Hinkley
 Danielson, Louise R., Dawson
 Daub, Anna M., Wabasso
 Davidson, Dorothy H., Mankato
 Davis, Helen E., Morristown
 Deck, Ethel R., Truman
 Deef, Pauline R., Mankato
 Denison, Ruth H., Faribault
 Devlin, Margaret R., Windom
 Devlin, Mary G., Rochester
 Diemer, Elsie E., Mankato
 Diemer, Irene C., Mankato
 Dierks, August R., Fulda
 Dinsmore, Mrs. Lillian M., Henderson
 Donelan, Anna Lucille, Mora
 Donovan, Gertrude, Mora
 Dooley, Pearl M., Smith's Mills
 Dorn, Irvin A., Springfield
 Dorrow, Luella V., Springfield
 Dovre, Hilda, Northfield
 Dovre, Marie R., Northfield
 Dresser, Bernice E., Morgan
 Dreyer, Walter T., St. Paul
 Dorge, Anna H., Gibbon
 Duffey, Grace A., Good Thunder
 Durnan, Gertrude A., Fulda
 Eckberg, Rosalie, Winthrop
 Ehlen, Herbert E., Mankato
 Ehrenberg, Elizabeth E., Waconia
 Ehrenberg, Minnie J., Waconia
 Eichner, Sadie A., Luverne
 Ekstrom, Bessie M., St. Vincent
 Ellingson, Gladys L., Winnebago
 Engel, Frieda, Lake Park, Iowa
 Engeseth, Constance E., Nerstrand
 Erickson, Alice R., Marine-on-St. Croix
 Erickson, Beulah I., Storden
 Erickson, Dora M., St. James
 Erickson, Edla U., Fairmont
 Eustice, Olive, Janesville
 Evans, Ceridwen H., Mankato
 Evans, Ethel, Wadena
 Everett, Esther M., Jasper
 Faris, Lola B., Flandreau, S. D.
 Farrell, Alice C., Madison Lake
 Fernholz, Gene, Springfield
 Fisk, Bernice L., Amboy

STATE TEACHERS COLLEGE

Fitzsimmons, Agnes M., Good Thunder
 Flaa, Alice, Boyd
 Flicek, Celia R., New Prague
 Flynn, Nellie A., Slayton
 Foley, Philomene, Janesville
 Forberg, Lillian P., Clarkfield
 Fowler, Mrs. Meda L., Reading
 Fowler, Verna E., Cherokee, Iowa
 Fox, Florence M., Jasper
 Francis, Vilma M., Vernon Center
 Franke, Henrietta S., Blue Earth
 Franklin, Violet H., Watertown, S. D.
 Franta, Hildegard M., Wabasso
 Freeman, Fern A., White Bear
 Fritsche, Helen C., New Ulm
 Froberg, Esther E., Burr
 Fyrand, Minnie H., Kenyon
 Gammelgaard, Myrtle C., Ringsted
 Garber, Clyde E., Jackson
 Gavin, Catherine M., Kilkenny
 Gee, Marian L., Sherburn
 Gerlach, Adolph, St. Peter
 Gerlich, Harriet, Mankato
 Gerlich, Verna, Mankato
 Gibb, George E., Lakefield
 Gilmore, Nettie J., Lake Crystal
 Gogerty, Sue, Hubbard, Ia.
 Goltz, Freda A., Janesville
 Goodwin, Leora A., Clarkfield
 Goosen, Hilda M., Mountain Lake
 Gorman, Grace M., Blue Earth
 Gorman, Loretta E., Blue Earth
 Granlund, Ruth F., Lake Crystal
 Greeley, Golda L., Truman
 Greene, Mrs. Lulu P., Mankato
 Gunstrom, Ruth M., Mankato
 Gustafson, Anna, Kasota
 Gustafson, Dorothy I., Winthrop
 Gustafson, Hulda, Kasota
 Hackett, Mrs. Lillian, Mankato
 Haensel, Gertrude I., Walnut Grove
 Hagen, Myrtle C., Sacred Heart
 Halverson, Myrtle I., Lake Crystal
 Halverson, Lillian E., Minneapolis
 Halvorson, Agnes I., New Richland
 Hamerle, Amelia, Mankato
 Hanley, Alda L., Welcome
 Hanley, Eloise, Welcome
 Hanson, Gena, Renville
 Hardy, Mayme C., Mankato
 Harman, Jessie L., Waldorf
 Harris, Claire E., Vesta
 Harter, Leta F., St. James
 Hauswedell, Alvera, Anco
 Hawkins, Martha, Rogers
 Hed, Gladys, Mankato
 Heger, Elsie, Fulda
 Heimark, Josephine C., Clarkfield
 Heiserman, Dolores C., Red Wing
 Helvig, Agnes, Truman
 Helvig, Theona M., Truman
 Henderson, Enid, Minneapolis
 Herlry, Dora J., Morristown
 Hess, Hazel M., Stillwater
 Hiebert, Ruth A., Mountain Lake
 Higdem, Ida, Bagley
 Higgins, Stella A., Henderson
 Hillbrand, Percie V., Sturgeon Lake
 Hinniker, Anna B., Mankato
 Hogan, Katherine, Waseca
 Horgan, Nellie, Blue Earth
 Horejsi, Blanche, Olivia
 Horton, Marie A., Litchfield
 Hasken, Margaret Agnes, North Redwood
 Howe, Schel A., Alden
 Hoxie, Ruth, Mankato
 Hughes, Priscilla A., Lake Crystal
 Huth, Helen A., Shakopee
 Ile, Inez M., Blooming Prairie
 Isberner, Carl F., Holloway
 Janke, Mabel L., Janesville
 Jasperson, Esther J., Tracy
 Jefferson, Gretchen B., Mankato
 Jensen, Dorothy M., Tyler
 Jensen, Katherine M., Twin Lakes
 Jensen, Viola C., Clements
 Jerpe, Lulubell, Hector
 Jessen, Kathe, Fairmont
 Johnson, Bernice, Farbault
 Johnson, Dorothy G., Amboy
 Johnson, Edythe C., Triumph
 Johnson, Elvira M., Kasota
 Johnson, Florence E., Mankato
 Johnson, Florence M., Buhl
 Johnson, Leah G., Freeborn
 Johnson, Mathilde M., New Ulm
 Johnson, Merle L., Buhl
 Johnson, Myrtle V., New Richland
 Johnson, Nora A., Lake Crystal
 Johnson, Ruth L., Lafayette
 Jones, Grace, Mankato
 Jones, Inez A., Lake Crystal
 Jones, Mabel E., Austin
 Joyce, Marcella A., Stillwater
 Joyce, Mary C., Henderson
 Judson, Sarah H., Lake Crystal
 Juliar, Laura, St. Clair
 Justeson, Valborg, Ringsted, Ia.
 Kane, Nora E., Cherokee, Ia.
 Kanne, Ruth L., Mankato
 Kath, Karl F. G., Rochester
 Keefe, Marie, Eyota
 Kellogg, Clara L., Good Thunder
 Kelly, Madeleine M., Mountain Lake
 Kelly, Mary L., Lake Crystal
 Kelly, Nora C., Belle Plain
 Kennedy, Mary B., Cresco, Ia.
 Kennedy, Mary M., Marshall
 Kennedy, Tresa M., Montgomery
 Kiffe, Gertrude A., Mankato
 Kinsella, Rose I., Webster
 Kionka, Anna M., Rochester
 Kinmore, Helen, Tracy
 Klaras, Virginia M., St. James
 Kleinsmith, Alice E., Springfield
 Kleinsmith, Irene A., Springfield
 Klube, Gertrude L., Fulda
 Knopf, Ethel D., Mankato
 Knutson, Laura C., Emmons
 Knutson, Veinilla B., Hendricks
 Kober, Frances C., Mankato
 Kohr, Cleo, Montevideo
 Koob, Rose, Iona
 Kremer, Kathleen V., Minnesota Lake
 Krenz, Pauline, Blakely
 Krost, Dorothy, Mankato
 Krueger, John C., Good Thunder
 Kruger, Alice M., Waterville
 Kruger, Ruth I., Ottawa
 Krzmarzick, Mary, Sleepy Eye
 Kunerth, Esther, Kinbrae
 Lampland, Ella M., Hayfield
 Larson, Elsie G., Mankato
 Larson, Stella M., Lake Crystal
 Lee, Jennie R., Waseca
 Lee, Leonora M., Madison
 Lehman, Evelyn L., Bingham Lake
 Leinen, Clara B., Fulda
 Lentz, Alta M., Earle Lake
 Leonard, Marie C., Mankato
 Leslie, Grace M., Luverne
 Leuther, Gertrude A., Mankato
 Lewis, Ida M., Mankato
 Liem, Mae B., Bingham Lake
 Lien, Alice S., Brewster
 Lindberg, Edith C., Hector
 Lindberg, Maybelle J., Botteneau, N. D.
 Lindenber, Evelyn, Chaska
 Lindsoe, Ida, Lake Crystal
 Logan, Lenore, Minneapolis
 Loken, Olga A., Zumbrota
 Loving, Arvilla G., Hector

MANKATO, MINNESOTA

Lund, Katherine M., Hector
 Lundquist, Edna B., Le Sueur
 Lundquist, Margaret, Mankato
 Lydon, Marcella C., Minneapolis
 Lush, Clifford K., Mankato
 Lynne, Martha M., Boyd
 Lyons, Agnes E., Fairmont
 McAdam, Robert W., Blooming Prairie
 McCarthy, Francis, Cleveland
 McCarthy, Margaret M., Good Thunder
 McGrew, Grace I., Red Wing
 McHenry, Mrs. Olga, Litchfield
 McKay, Bessie M., Belview
 McKee, Mrs. J. C., Ceylon
 McLean, Catherine A., Fairmont
 Macbeth, Annie M., Eagle Lake
 MacKenzie, Marjorie H., Faribault
 Mack, Jennie I., St. Peter
 Madden, Edna M., Marshall
 Magly, Leona, Eagle Lake
 Mans, Anna M., Mankato
 Mariele, Mildred M., Mankato
 Marlow, Beulah M., Mankato
 Marso, Clara, Mankato
 Martens, Excelda, Mankato
 Martin, Charlotte L., St. James
 Martin, Ellen, New Richland
 Marx, Lucy M., Mankato
 Masgai, Eleanor M., Adrian
 Mashek, J. Roy, Ivanhoe
 Mathews, Josephine S., Marshall
 Matz, Sophia, Waterville
 Mead, Doris L., Fulda
 Meffert, Sarah H., Arlington
 Meierbachtol, Edmund C., Springfield
 Melius, Elsie H., Henderson
 Melius, Regean H., Henderson
 Mensing, Angela, Eagle Lake
 Metz, Theodore, Granada
 Meyer, Bessye B., Wells
 Meyer, Elizabeth C., Arlington
 Meyer, Grace G., Mankato
 Meyer, Hildred, Mankato
 Meyer, Julius H., Springfield
 Michels, Anna, Nicollet
 Miller, Ardella E., Mankato
 Mitchell, Clara C., Westbrook
 Monson, Ellen, Belview
 Montgomery, Esther I., New Ulm
 Moran, Delores G., Henderson
 More, Helen E., Blue Earth
 Morgan, Grace L., Marshall
 Mork, Emma C., St. Peter
 Morse, Elethea, Mankato
 Mountain, Marcia E., Mankato
 Mountain, Josephine, Mankato
 Mueller, Martha M., Springfield
 Mullin, Lillie W., Good Thunder
 Murty, Maty, Wild Rose, Wis.
 Munson, Christine, Walnut Grove
 Murphy, Agnes M., Motordale
 Murphy, Marie, Motordale
 Murray, Ethelyn J. C., Minneapolis
 Myhre, Cora S., Clarkfield
 Naumann, Hedwig M., St. Paul
 Nelson, Stella M., Lake Crystal
 Nibbelink, Anna M., Boyd
 Nielsen, Thora M., Tyler
 Nordgaard, Hulda M., Mankato
 Nordstrom, Ella M., Walnut Grove
 Noren, Alfhild, St. James
 Norman, Elsie T., Minneapolis
 Norton, Irene I., Farmington
 Nourse, Isabel, Jackson
 Nourse, Wilma J., Jackson
 Nyberg, Alma, Geneva
 O'Connell, Anna M., LeSueur
 O'Neill, Catherine R., Henderson
 O'Neill, Frances J., Henderson
 Odenthal, Anna M., New Prague
 Ogg, Mildred R., Reading

Ohlsen, Clara R., Springfield
 Olson, Hazel, La Crosse, Wis.
 Olson, Inez L., Belle Plaine
 Osborn, Cora H., Avoca
 Otto, Lucille J., Mankato
 Parker, Minnie E., Mankato
 Paulson, Ella H., Redwood Falls
 Pearson, Abigail J., Mankato
 Pease, Winnifred E., Woodstock
 Perkins, Luva M., Cleveland
 Perrin, Dorothy E., Mankato
 Peters, Ruth A., Mankato
 Peterson, Florence E., Balaton
 Peterson, Margaret A., Mankato
 Peterson, Myrtle J., Adrian
 Peterson, Valborg C., Boyd
 Peterson, Vanda L., Clark's Grove
 Peterson, Vera C., Kiester
 Pfeiffer, Alice A., New Ulm
 Phillips, Evangeline M., Minnesota Lake
 Pierce, Cora S., New Richland
 Pierce, Zona M., New Richland
 Priebe, Esther A., Waseca
 Pritchard, Helen G., Lake Crystal
 Prom, Mary V., Tyler
 Prouty, Mildred C., Tracy
 Quinn, Mary C., Ellendale
 Quinn, Mildred A., Ellendale
 Raabe, Martin B., Elk River
 Ramsland, Irene A., Sacred Heart
 Rath, Myrtle E., Easton
 Reck, Gertrude E., Danube
 Reck, Pearl, Danube
 Reynolds, Sadie M., Harmony
 Richter, Adolf M., Amboy
 Riley, Edna I., Mankato
 Riemann, Freda L., Faribault
 Ringle, Helena A., Sanborn
 Ringnell, Mabel F., Westbrook
 Ringstrom, Marion, Grove City
 Robertson, Olive G., Faribault
 Rogers, Elveneta, Trosky
 Root, Bernice A., Delavan
 Rosenwinkel, Adolph C., St. Paul
 Ross, Dora V., Westbrook
 Rowland, Irma I., Red Wing
 Russell, Grayce M., Eagle Lake
 Ryan, Agnes G., Olivia
 Ryan, Eileen K., Arlington
 Ryan, Margaret I., Minneapolis
 Ryberg, Violet E., Minneapolis
 Rydeen, Ruth F., Minneapolis
 Rye, Ida M., Minnetota
 Salmonsens, Florence M., Minneapolis
 Saltness, Amy L., Boyd
 Santee, Grace M., Fairmont
 Sawyer, Agnes M., Lakefield
 Sawyer, Mary R., Lakefield
 Schafer, Genevieve S., Henderson
 Schaffler, Emma A., Le Sueur
 Schaus, Arthur H., St. Paul
 Scheive, Theo, Appleton
 Schellenberger, Mildred E., Hugo
 Scherbart, Loretta S., Balaton
 Scherer, Edith E., Mankato
 Scherf, Helen M., Balaton
 Schier, Catherine, Mankato
 Schmid, Lorraine L., Springfield
 Schmidt, Lucy O., Mankato
 Schmidt, Muriel, Worthington
 Schmieduth, Della H., Arlington
 Schmitz, Regina M., Dundas
 Schoell, Ruth T., Belle Plaine
 Schrader, Althea F., Hatfield
 Schroeder, William, Mountain Lake
 Schubert, Ethel R., Bolan, Ia.
 Schultz, Vera, St. Peter
 Schulz, Edith F., Fairmont
 Schumacher, Esther, Mankato
 Schumacher, Fern B., Heron Lake
 Schwerdtfeger, Shirley C., Adrian

STATE TEACHERS COLLEGE

Schwartz, Anna L., Arlington	Thote, Thekla J., Young America
Scott, Gladys B., Madelia	Tibodeau, Mayme L., Blue Earth
Scott, Glenn C., Mankato	Tilden, Dorothy, Hill City
Seder, Persis, Waseca	Traugott, Kaspar J., St. James
Sellen, Honorine M., Luverne	Trembley, Genevieve A., Delavan
Shimota, Adelyne B., Veseli	Trimbo, Myra A., Henderson
Siefert, Mrs. Lena D., Mankato	Troe, Cora, Emmons
Silver, Bernadine M., Brewster	True, Grace E., Truman
Silver, Jul a V., Brewster	True, Ruth, Granada
Silver, Stella E., Brewster	Ulrich, Louise S., Le Sueur
Sitz, Herbert A., Perham	Ulvestad, Louise, Butterfield
Smith, Allegra W., Faribault	Uren, Leone R., Springfield
Smith, Gertrude A., Waseca	Van Rossum, Sarah N., Lismore
Smith, Irene E., Heron Lake	Vihstadt, Mildred, Mankato
Smith, Marjorie M., Amboy	Vogler, Barbara, Le Sueur
Smithers, Lillian H., Mountain Lake	Vold, Lena B., Le Roy
Snyder, Prudence E., Blue Earth	Wagner, Rubina P., Mankato
Sondag, Leona A., Nicollet	Wales, Glennys F., Northfield
Sorenson, Frances L., Austin	Wallace, Ruby L., Winnebago
Soucy, Blanche L., Marshall	Watson, Mrs. Noble D., Swea City, Ia.
Spielman, Mabel M., Windom	Wedin, Marian, Hector
Stacy, Adeline B., Morton	Wegner, John A., Jr., Renville
Stahlke, Otto L., Hamburg	Weiby, Edna A., Minneapolis
Steffel, Leona T., Mapleton	Weiler, Helen J., Marshall
Stege, Alma E., Nicollet	Weir, Viola C., Windom
Steidel, Tressa E., Terrill, Ia.	Whelan, Ethel M., Sleepy Eye
Stern, Elsie B., Austin	Wherland, Ruth M., Welcome
Stigen, Marie, Boyd	Whitehead, Mildred R., Minneapolis
St. John, Virginia, Worthington	Whitelock, Lulu A., Hutchinson
Stoke, Madge R., Fairmont	Whitelock, Pearl, Hutchinson
Stone, Theodore P., Minneota	Wiberg, Ruth, Lake Crystal
Strobel, Helena, Mankato	Wilkinson, Lottie B., Amboy
Strom, Ethel E., Red Wing	Williams, Catherine, Lake Crystal
Strong, Mildred M., Excelsior	Williams, Irene, Balaton
Stryker, Alice L., Round Lake	Williams, Libbie, Mankato
Sullivan, Anna J., Le Sueur	Williams, Mabel C., St. Paul
Sullivan, Eileen, Guckeen	Winkelmann, Gertrude E., New Ulm
Sweeney, Loretta, Henderson	Wirig, Mildred M., Madison Lake
Sweet, Ruby S., Alden	Wirth, J. Wendell, St. Paul
Swenson, Agnes L., Clarkfield	Wiseman, Mae B., Mankato
Swenson, Lillian A., Zumbrota	Wood, Joyce M., Delavan
Swihart, Lourine, Balaton	Yeaple, Mrs. Meta B., Windom
Swihart, Mildred G., Balaton	Young, Dorothy L., Currie
Synstebly, Cora, Hanksa	Zachariason, Myrtle A., Elmore
Tate, Lela E., Madelia	Zastrow, Alma R., Mankato
Taylor, Lorna J., Mapleton	Zeren, Leona S., Wabasso
Tenhoff, Ruth A., Sherburn	Zieske, Bernice R., Minneapolis
Teskey, Georgia L., Granada	Zieske, Ione A., Minneapolis
Thompson, Bertha L., Lismore	Zimmerman, Esther L., Owatonna
Thompson, Hazel E., Dunnell	Zimmerman, Hattie, Chaska
Thompson, Mildred B., Canby	Zimmerman, Lillian O., New Ulm

ELEMENTARY CLASS

(Summer Term Only)

Altwegg, Hazel, Lakota, Ia.	Doran, Mary R., Eagle Lake
Amundson, Mabelle, Minneota	Dreever, Mary M., Arlington
Anderson, Josie, Belgrade	Dunbar, Treva P., Reading
Barrows, Mildred C., Chandler	Eastman, Eunice M., Dodge Center
Beck, Mary S., Mankato	Fox, 'I heresa M., Waseca
Becker, Margaret E., Mankato	Francis, Mrs. Edythe, Dundee
Berchem, Martha, Mankato	Frank, Ernestine U., St. Clair
Betzen, Anna, Mankato	Frederick, Eva M., Madison Lake
Blackmer, Blanche A., Skyberg	Gardner, Mary L., Orient, S. D.
Bolin, Eva C., La Salle	Garry, Angela, Jordan
Borchert, Hedwig E., Faribault	Gillen, Philippa E., Mankato
Borgersrode, Eda V., Winsted	Grath, Selma L., Pine City
Bowen, Maude L., Mapleton	Guldin, Clara M., Mankato
Braus, Mary, Mankato	Hackenmeuller, Monica, Mankato
Brewster, Estelle M., Roswell, New Mex.	Hagen, Clara J., Hendricks
Brooks, Nellie F., Byron	Hanley, Sarah A., Chatfield
Carlson, Alma E., Lake Crystal	Herrmann, Hedwig L., Fairmont
Dalton, Clara F., Adrian	Heggen, Julia E., Renwick, Ia.
Dalton, Nell M., Adrian	Helland, Elizabeth J., Ruthton
Davis, Glenna, Waterville	Highborg, Nora E., St. Peter
Demaray, Frances M., Mankato	Hiller, Mary M., Zimmerman
Dempsey, Margaret, Windom	Hoffarth, Margaret, Mankato
Dempsey, Sadie, Windom	Holte, Clara, St. James
Derby, Mayme G., Albert Lea	Hotson, Matie D., Austin

MANKATO, MINNESOTA

Hukee, Gertrude, Nerstrand	Rolf, Louis W., Gaylord
Kapfer, Elizabeth M., Minnesota Lake	Rorman, Mildred N., Winnebago
Kautz, Leila, Minneapolis	Rosin, Selma F., Good Thunder
Kelly, Isabelle M., De Graff	Ruud, Anna M., Hills
Klukas, Pauline E., Balaton	Rye, Alma, Minneota
Kratt, Lois R., Morristown	Samson, Magdalen, Mankato
Leahy, Laura A., Mankato	Scheiderbauer, Agnes, Mankato
Leifeld, Emma, Mankato	Scherlie, Mabel H., Dundee
Logar, Catherine A., Mankato	Schlefke, Elsie, Watertown
Lull, Mrs. Anna J., Owatonna	Schneider, Mary A., Mankato
McCarthy, Nora, Prior Lake	Schultz, Henrietta M., Wells
McKee, Elva, Austin	Scriven, Florence, Wells
McLaughlin, Nellie C., Bird Island	Seymour, Elizabeth M., Janesville
Mabee, Louella, Mankato	Sherdal, Bergitta A., Montevideo
Madson, Hilda D., St. James	Shields, Anna B., Faribault
Marburger, Sina D., Spring Valley	Slater, Rosa, Mankato
Meyer, Adelaide K., Faribault	Smith, Dessie, Elysian
Moeri, Laura G., Eagle Lake	Sommerfeld, Adina A., Sleepy Eye
Moody, Clara, Sanborn	Specht, Lillian, Lakota
Murphy, Mary T., Glencoe	Smedberg, Esther, Howard Lake
Myhre, Gudrun, Estherville, Ia.	Taber, Eunice, Madison Lake
Nash, Thos. J., Webster	Theilges, Elizabeth, Mankato
Naylon, Grace A., Mankato	Tholkes, Dorothy, Mankato
Nelson, Hannah O., Madelia	Thul, Catherine, Mankato
Nelson, Lydia V., Albert Lea	Warren, Winifred W., Mankato
Olsen, Amelia, St. Paul	Weir, Emma C., Vernon Center
Packard, Mary E., Ceylon	Wepflo, Esther E., Franklin
Parker, Susie E., Winnebago	Whylen, Vivian G., Sibley, Ia.
Peterburs, Gertrude M., Mankato	Wingle, Anna E., Woodstock
Pixley, Grace L., Mankato	Woodruff, Mrs. Martha J., Lake Crystal
Reuter, Ida C., Green Isle	Wright, Margaret E., Balaton
Ricker, Hazel E., Le Sueur	Young, Aloysia, Mankato
Rochlitz, F. W., Gibbon	

STATE TEACHERS COLLEGE

ENROLLMENT BY COUNTIES OF MINNESOTA

Aitken.....	3	Mower.....	14
Anoka.....	2	Murray.....	16
Blue Earth.....	228	Nicollet.....	23
Brown.....	27	Nobles.....	28
Carver.....	11	Olmsted.....	5
Chippewa.....	7	Ottertail.....	1
Clearwater.....	1	Pine.....	6
Cottonwood.....	22	Pipestone.....	12
Crow Wing.....	1	Pope.....	1
Dakota.....	6	Ramsey.....	15
Dodge.....	5	Redwood.....	24
Faribault.....	39	Renville.....	25
Fillmore.....	4	Rice.....	31
Freeborn.....	16	Rock.....	7
Goodhue.....	13	St. Louis.....	2
Hennepin.....	24	Scott.....	18
Houston.....	1	Sherburne.....	2
Jackson.....	19	Sibley.....	28
Kanabec.....	2	Stearns.....	1
Kandiyohi.....	2	Steele.....	12
Kittson.....	1	Stevens.....	1
Lac Qui Parle.....	17	Swift.....	3
LeSueur.....	39	Wadena.....	1
Lincoln.....	9	Waseca.....	29
Lyon.....	33	Worthington.....	6
McLeod.....	5	Watsonwan.....	29
Martin.....	38	Wright.....	1
Meeker.....	6	Yellow Medicine.....	16
			938

ENROLLMENT BY STATES

Illinois.....	1
Iowa.....	20
New Mexico.....	1
North Dakota.....	1
South Dakota.....	4
Wisconsin.....	5
Minnesota.....	938
	970

SUMMARY OF ENROLLMENT

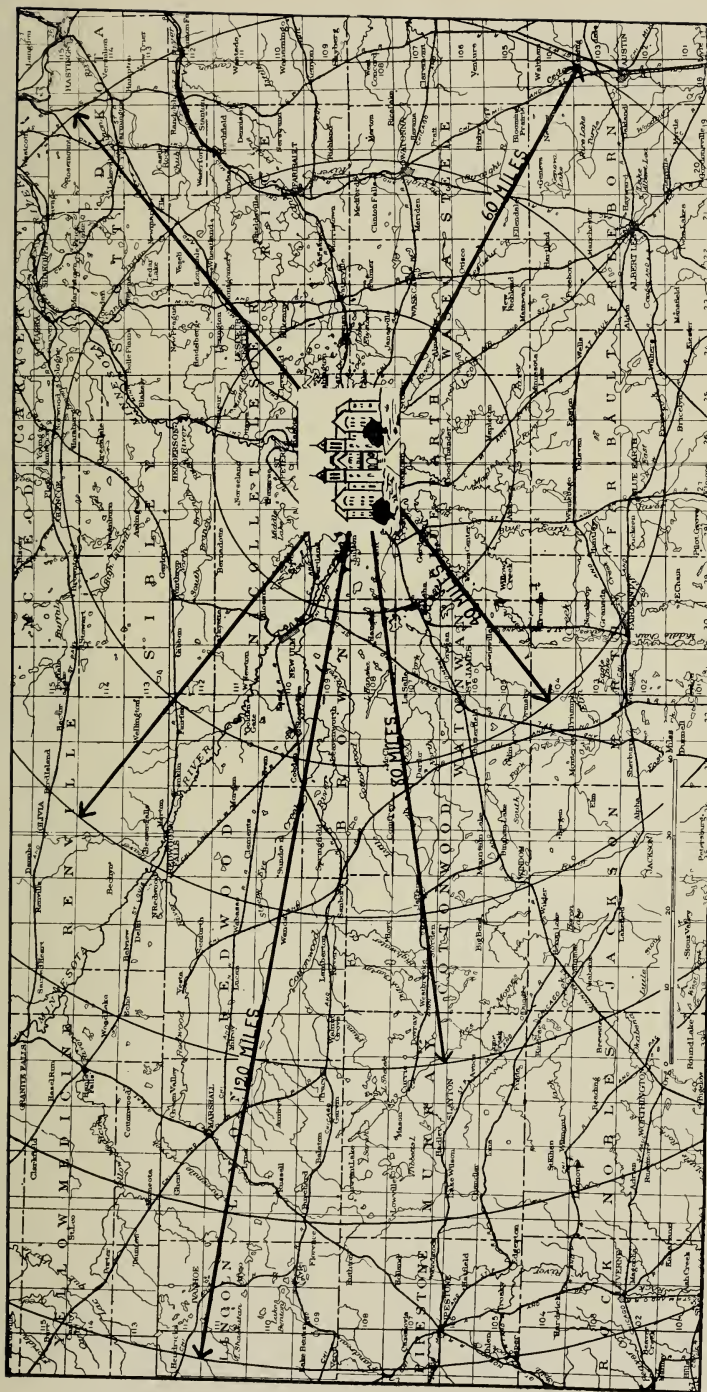
THE COLLEGE

Third Year Class.....	13	
Senior Class.....	247	
Senior Kindergarten Class.....	13	
Junior Class.....	556	
Junior Kindergarten Class.....	25	
Elementary Class (Summer term only).....	116	970

TRAINING SCHOOL

Junior High School.....	89	
Intermediate Grades.....	110	
Primary Grades.....	118	
Kindergarten.....	55	372
Total for the year.....		1342

Enrollment for summer term.....	633
Enrollment September to June.....	434
Number of graduates 1920-21.....	134



MAP SHOWING ACCESSIBILITY OF THE MANKATO STATE TEACHERS COLLEGE



3 0112 105853979